

MAY 1952

*Guatemalan children in Magdalena Milpas Atlas
enjoy participation in a nutrition experiment
involving the use of a UNICEF mobile X-ray unit.*

ACME PHOTO

The American Teacher





Changes in Procedure Announced in AFT Group Insurance Plan

By JOHN M. EKLUND

President, American Federation of Teachers

AT THE December meeting of the AFT Executive Council a program of Group Insurance coverage for our membership was established. This program was the result of more than two years of intensive study as to the type of degree of coverage most needed. Subsequently an insurance agreement with the Continental Casualty Company was put into operation. The inauguration of any such program at the national level necessarily led to some confusion and some procedural errors. These we have discovered and have proceeded to correct.

Many of our locals have had the opportunity, through the years, to establish group programs for themselves. When the national program was announced, the information went to all members through the *AMERICAN TEACHER*, and although there was an explanatory section dealing with existing Continental Casualty programs, it did not make clear the relation of the national program to those programs and to others which our locals may have had with other companies.

When these indications of confusion were brought to our attention we immediately moved to correct our procedures so that existing plans might be protected while we could proceed with the job which the program was intended to accomplish by offering coverage to our members and local organizations wherever it was desired.

For the present there will be no further solicitation of individual members. All promotional contact between the Continental Casualty Company and our organization will be with the officers of locals and state federations. This procedure should make possible the protection of existing programs and at the same time provide a fuller explanation of the benefits available to the membership.

This is not to preclude the services rendered by the national organization to make possible individual participation in a group program under which the benefits may be greater and the costs lower than is possible in individual policies. Actually the extent of the benefits and the moderateness of the cost compare most favorably with any in existence in our country today.

The ultimate purpose of group coverage is to provide welfare benefits. The coverage is open to any individual member who is in good health. It is open also to *all* members of locals having a certain percentage of members participating in the program—50% in locals of over 100 members, 60% in locals of between 50 and 100 members, and 75% in locals with fewer than 50 members, with grouping of locals possible in order to come under a more favorable percentage. Thus protection can be assured for those of our members who otherwise would be uninsurable.

In those instances where a group program is now in operation, I urge your serious consideration of that program. The eventual broad welfare program through participation in either a local plan or the national plan will do much to enhance the value of AFT membership.

**THE 1952 A.F.T. CONVENTION
Will Be Held August 18-22
in
SYRACUSE, NEW YORK**

MAY 1952

The American Teacher

Volume 36, Number 8

- 2 The President's Page—*Changes in Procedure Announced in AFT Group Insurance Plan*
- 4 The Secretary-Treasurer's Page—*What Do My National Dues Do?*
- 6 *The School's Job in the National Security Program*
by ADLAI STEVENSON
- 9 *Maintaining the Dignity of the Teaching Profession*
by DANIEL L. MARSH
- 11 *Teaching World Relations in the High School*
- 13 *Education News Digest*
- 15 *The Human Relations Front*
by LAYLE LANE
- 16 *Ninth Annual AFT Summer Workshop at the University of Wisconsin School for Workers*
- 18 *AFT Graduate Workshop on Problems of Classroom Teachers*
- 20 *The Use of Sponsored Films in the Schools*
by GEORGE HAMMERSMITH
- 21 *Labor Notes*
- 23 *Books and Teaching Aids*
- 25 *News from the Locals*
- 28 *Index to Volume 36*

Published by The American Federation of Teachers
affiliated with The American Federation of Labor

Editor: Mildred Berleman

Associate Editor: Julia Lorenz

Editorial Board: James Fitzpatrick—chairman.

John Eklund, John Fewkes, Irvin Kuenzli

Ann Maloney, Catherine Sheridan

Copyright, 1952, by The American Federation of Teachers. Entered as second-class matter October 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926. SUBSCRIPTIONS: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 28 E. Jackson Blvd., Chicago 4, Ill. For information concerning advertising address M. V. Halushka, 2929 W. Jerome Ave., Chicago 45, or telephone Harrison 7-2951, Chicago. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, draft, stamps or check. Available on microfilm through University Microfilm, Inc., Ann Arbor, Mich.

What do my national dues do?

EVERY member of the AFT should be interested in the very large program of services which are made possible through the national per capita dues which are paid by locals for individual members. Many labor leaders and students of labor problems have stated that no national or international union in the United States provides such extensive services for such small national dues as the AFT. The average amount paid for each member is only a little more than one penny per day—the price of a single cigarette or a stick of chewing gum. The accomplishments based on these small payments are of great significance in American education.

In the first place, the national per capita paid for each member by locals is scarcely sufficient to equal the 1952 value of the AMERICAN TEACHER, which is sold to non-members for \$2.50 a year, but is sent by the national office without charge to each member of the organization.

Dollars in salaries for cents in dues

In addition to providing the AMERICAN TEACHER, however, the national office pays the dues of each AFT member to the American Federation of Labor. These per capita dues to the AFL, which were formerly only 12 cents a year per member, are now 48 cents a year. Through this per capita payment to the AFL, locals are given the privilege of labor affiliation and the support of the labor movement in fighting for better salaries, tenure, pensions, democratic administration, etc. The payment of this per capita to the AFL has meant the securing through labor support of many millions of dollars in increased salaries for AFT members. Incidentally, it has also meant the payment of millions of dollars to non-union teachers in salary increases to prevent them from forming unions. Through labor support many individual AFT locals have secured salary increases which represent sums of money which are much larger than the total budget of the national organization. Hundreds of dollars invested in AFT dues often produce millions of dollars for classroom teachers.



IRVIN R.
KUENZLI

Labor support and teacher defense

At the national level, AFT officers participate actively in formulating the education program of the AFL, which is handed down to state federations of labor and central labor bodies for implementation at the local and state levels. In the education program of the AFL, thus formulated in cooperation with the AFT, are all of the major professional objectives of the classroom teachers of the nation.

The national organization also sets aside 12 cents a year from each member's dues for the Defense Fund which provides job security for members of the AFT. Since the Defense Fund was established in 1937, the national organization has never refused financial assistance for any AFT member who had been unfairly dismissed, if the local involved requested such assistance. The AFT is the only national teachers' organization which provides active, dynamic support of this kind for teachers who have been unfairly dismissed. Generally, in the non-union organizations, the administrator who hires and fires teachers is also one of the most active leaders in the teachers' organization which is supposed to protect teachers from unjust dismissal. Often the administrator who hires and fires teachers is *in control* of the teachers' organization.

In recent years, the AFT has won a large majority of its tenure cases. At the present time, tenure cases are being processed with the assistance of the Defense Fund in Iowa, California, New York, Louisiana, Colorado, and Florida.

Legal and research services

One of the most valuable services made possible by national per capita dues is the legal advice of the General Counsel of the AFT, John Ligtenberg. Having served the AFT for more than ten years Mr. Ligtenberg has been one of the outstanding attorneys in the nation in the fields of education and teacher welfare. Many legal battles involving principles which affect the welfare of all the teachers of the nation have been won by the AFT with Mr. Ligtenberg's assistance.

Approximately 10 cents a month per member of the per capita dues is used to cover the costs of the wide program of services for locals provided by the national office. Included among these services is the Research Department, which gives special attention to assisting locals with their programs of collective bargaining. Frequently, this department is called on by telegram or long distance telephone to provide immediate information on some problem in an AFT local. Extensive materials are also provided by the national office for assisting locals in building labor support, in increasing the membership, and in carrying forward their public relations program. It is probable that the number of pamphlets distributed by the national office during the current school year will pass the quarter-of-a-million mark. The national office also carries on an extensive public relations program and an educational program for the purpose of establishing public support for education as the indispensable foundation of our democratic society.

Organization and legislative activities

Through the national per capita dues, also, an active organization program is maintained by the national office so that the AFT may become increasingly powerful in its program of serving teachers and children and so that the benefits of union affiliation may be extended to an increasingly large number of teachers.

National dues also finance a legislative program in Washington in cooperation with the legislative program of the American Federation of Labor. During the last half a century, a very large part of the social legislation for human welfare passed by the Congress of the United States has been sponsored and enacted through the efforts of the AFL. The AFT has had a large part in shaping legislation in the fields of education and child welfare.

Cooperation on the international level

A very slight percentage of the national per capita is used to promote cooperation and friendship with the teachers' unions in other countries to the end that the forces of labor and education may be exerted as powerful influences toward elimination of war and toward the ultimate brotherhood of men throughout the world. Much of the work of the AFT in the international field, however, is carried on by AFT leaders at their own expense.

As one of the pamphlets published by the national office states:

"The investment of thirty-three cents per month in the American Federation of Teachers is 'doubly blessed' in that it affords unusually large returns to the investor and at the same time assists in promoting a national program devoted to better educational facilities and happier homes for the children of America. This investment OF AS LITTLE AS A PENNY A DAY together with active participation in the affairs of the union affords for the individual member an opportunity to play an important part in the battle for adequate educational facilities for the nation's children and higher professional standards for teachers."

Mrs. Greve aids conference on publicizing work of Mutual Security Agency

MRS. FLORENCE R. GREVE, AFT research director, served as one of the consultants to the Mutual Security Agency at a conference in Washington, D.C., on April 23.

The meeting was planned to give a clearer understanding of the functions and objectives of the Mutual Security Agency with special emphasis on the role of labor in this important arm of American foreign policy.

On January 1, 1952, the Economic Cooperation Administration, as an agency of the federal government, was abolished, and certain of its functions were transferred to the Mutual Security Agency with materially different objectives.

The Mutual Security Act provides that in order to maintain the security and to promote the foreign policy of the United States, military, economic and technical assistance shall be authorized to friendly countries to strengthen the mutual security and individual and collective defenses of the free world.

Mrs. Greve's assignment was to "advise and counsel on how to bring about a better understanding of this program in the United States."

The School's Job in the National Security Program

By the Honorable Adlai E. Stevenson, Governor of Illinois

*From an address delivered on March 22, 1952
at the Twelfth Annual Education Conference of the Chicago Teachers Union*

TODAY we meet to discuss the theme: "Problems in Education Resulting from World Tension." The timeliness of that subject is apparent. Ours is the anxious age and it seems likely to continue for the foreseeable future. It looks as though we would live in insecurity as long as the ugly design of the Kremlin is buttressed by the superior or even equal power of the Soviet Union and its satellites. It is not a happy prospect but it presents no easy alternatives consistent with either our security or faith in our national principles.

Our schools must meet the needs of the times

These years are certain to be years of world tensions and they could, despite all our efforts and our fervent prayers, include the appalling catastrophe of armed conflict on a wider stage. They are certain to be years such as our country has never known. Our schools must fit young people for the part they must play in this changed world. If we must face a decade of alarms and pressures, then we must school ourselves to withstand it firmly and with patience. Courage and patience—these are the qualities we must develop and practice. Of course, should armed conflict be our lot, for that, too, we must be ready.

Great technological skill is required

On the one hand, modern warfare is highly technological and American men and women showed in the war astonishing competence in such action. Whether the problem involved the operation of radar equipment, the manipulation of aircraft, the calculation of artillery fire, or the intricacies of navigation, the products of American schools were apt learners and skillful practitioners. They had been well taught in our schools and they could be easily taught the specialized tasks of the armed forces.

But modern warfare is also predominantly a war of logistics and supply. Here also the American school system has functioned magnificently. The "miracle" of American production shortened the war and saved thousands of lives. More of our workers worked harder than ever before, and produced vastly more goods than even our own leaders thought possible when the war began. The productivity per man-hour of American labor has greatly increased during the past decade. Who are these workers? They, too, are the product of our American schools. We need to preserve and strengthen the educational system which has produced the brains, the brawn and the inspiration for our marvelously productive machine.

All kinds of workers must be trained

But we ought to do better than we have ever done in training all our people to help with the job of production. More of the handicapped must be given useful tasks to perform. Wasteful, corrupting occupations such as organized crime must be curbed. There must be improved provision for employing the able-bodied aged, so that all our citizens can help meet the production goals. Here, too, the schools can help through providing special education and vocational training for these worthy and useful persons who ask only the opportunity to do their part.

In addition, the military establishment will certainly need even more technical and scientific skill than formerly. I am informed that there are 3,300 classifications in the Army that require graduate college training. The need for doctors, dentists, nurses, engineers, physicists, chemists, biologists, geologists, research workers, experts in management and administration, finance officers, and so forth, are well

At the speakers' table at the Twelfth Annual Education Conference of the Chicago Teachers Union.

Seated: ADLAI STEVENSON, governor of Illinois; MARTIN KENNELLY, mayor of Chicago; HEROLD HUNT, General Superintendent of Schools, Chicago.

Standing: ROSS HERR, chairman of the conference; JOHN FEWKES, president of Chicago Teachers Union.



known. They are the products of our schools. We must prepare more of them than ever before and we must see to it that they are trained at the highest possible levels of competency.

But America will not be saved by armed strength and material production alone. The conflict which divides the world today is a conflict of ideologies, of values, of ultimate goals. We will win only if we are strong in the democratic faith. This means that our schools must be better than they have ever been in preparing our young people to work, to vote, to live in a free society. Democracy must be taught, and practiced, and preached, and lived—and the schools occupy the focal point in this task.

Moral and spiritual values must be stressed

It will do little good to prepare at fantastic expense and exertion to meet the threat to Western civilization—to measure up to the historic challenge of this era—unless we understand what we are doing and why we are doing it. We must teach to meet the needs of children, yes, but we must also educate our children to meet the needs of society, the needs of America, and of all peoples. It is encouraging to note the increased emphasis upon the development of moral and spiritual values in the schools. I would be the last to favor opening any crack in what the Supreme Court called "the wall that separates church and state." But the schools have always, and must always, seek to inculcate a sound sense of moral and spiritual values in our young people. It is encouraging that the teachers of America are devoting themselves to the improvement of this aspect of education.

To do these things may require some changes in the curricula of the schools. We must not fear

to change when we know that change will improve our schools. We shouldn't fear or resist new methods of teaching. But we must never allow our schools to become mere assembly lines and diploma mills. As Robert Hutchins once said "learning is essentially a painful process." We need to keep our sights trained on the fundamentals and beware of too much corner-cutting. That goes both for the elementary and high schools, and for the training of teachers in our colleges and universities.

I have been disturbed by the shift of emphasis in teacher training toward more physical education and vocational courses, and away from the humanities; literature, language and history—the tools of philosophical understanding of the choices all of us must make. Last spring the four state-supported colleges under the jurisdiction of the Teachers' College Board graduated 1,518 students. They had majored in one or the other of 18 specialized fields. Only 332 had majored in elementary education, which is the field where our greatest teacher shortage exists. Seventy-three majored in English, only fourteen in foreign languages. But 246 majored in health and physical education, more than in any other field except one.

I am not saying that athletics and physical fitness are not important, and that vocational education has no place in our schools. The question is merely one of emphasis. Physical education is not the first aim of education. There is no substitute for a truly liberal education in preparation for any pursuit or profession, and for intelligent citizenship. Values are distorted when greater emphasis is attached to winning athletic teams than to high academic standards. That distortion is all too common.

It would be a happy day for American education if the time ever came when the alumni would be as energetic in recruiting a straight A student for their alma mater as the star halfback on the local high school team, or if they devoted as much effort and thought toward landing a topflight college president or teacher as they do a winning coach.

I suppose the chief dilemma of modern education has been the problem of reconciling the need for specialized training with the equally vital need for broadening the horizons of the student.

The proportions of the problem are growing larger. How are we going to relate our nation creatively to the wider world community? Dealing with the Soviet threat is only part of the problem, the immediately necessary part. We must try to deal with the Soviet threat, if we can, in such a way as to help us with the broader problem of developing a creative relationship with the world community.

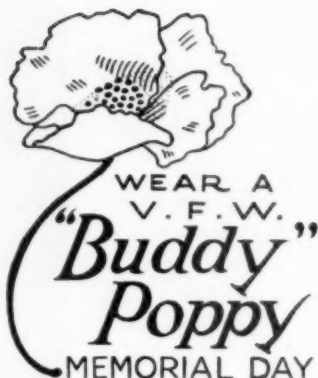
Teachers must, therefore, strive constantly for the broad outlook. You must never stop learning, but supplement the specialized training you have received by becoming as familiar as you can with the events that are shaping our world. In that way you will be not mere practitioners of your profession, but active, intelligent, responsive leaders of society.

It's unfortunate but true that members of the teaching profession have frequently been targets of unjust criticism. That's one of the hazards of the profession. Opponents of change are always raising false cries against your methods or your views—when they conflict with their own.

Informed criticism of the schools should be welcomed

The schools of America belong to the people. They are conducted by professionally competent educators under the governance of citizen school boards responsible to the people. The people have the right and duty to offer constructive criticisms of school matters. When such criticism is based on informed opinion it should always be heard, even welcomed.

But our schools have, from time to time, also been subject to a different type of criticism. This type has increased during recent years. Personal attacks on educators, rumors and innuendos about teachers, hasty and unfair charges against textbooks, and even vicious



slanders against reputable educational organizations have recently been made. These attacks indicate that some persons are willing to use the abominable tactics of irresponsible accusation and guilt by association that have become distastefully prevalent of late to injure, subvert, even to destroy, albeit unconsciously, our great system of public education.

But misguided attacks should be countered

We must be alert to detect and counter ill-informed or unscrupulous efforts to injure our schools. Here again, patience and courage are the remedies. There is a legend of a teacher who said of the world: "I believe it to be round, but I will teach it round or flat as the school board decides." We must not let our teachers be thus intimidated. The world tensions must not be used to destroy the freedom to learn, to teach, to think.

We must face the danger that misguided or malicious zealots may reach into our schools with gag rules, loyalty oaths, censors of texts and teaching methods, and even restraints on freedom of speech. These are the harbingers of hysteria, the paraphernalia of the police state. We must save our schools and the Bill of Rights at the same time.

For this reason, along with others, I was constrained to veto Senate Bill 102 passed in the 1951 session of the General Assembly. And I wish to quote, in part, the reasons for my objection to that bill:

"Does anyone seriously think that a real traitor will hesitate to sign a loyalty oath? Of course not. Really dangerous subversives and saboteurs will be caught by careful, constant,

(Continued on page 14)

Maintaining the Dignity of the Teaching Profession

By Daniel L. Marsh, Chancellor, Boston University

From an address delivered at a conference of the Massachusetts State Federation of Teachers

TEACHING is a profession of intrinsic worth, of excellence, and the teacher has from time immemorial been held in high esteem. The teaching profession occupies a central place in social influence. It offers a threefold opportunity to serve. It is not the exclusive factor, but it is a mighty important one in interpreting the past, in preserving the present, and in determining the future.

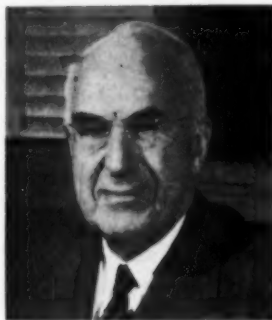
The teacher's power

Any wise, forceful, thoughtful, purposeful teacher wields an unlimited power. It is effective, but never spectacular; certain, but hidden; enduring, but tenuous; obscure, but directive. The teacher can fill the young mind with ideas, and many ideas rationally related, which are the motives for his conduct, present and future; and the youth cannot save himself from them even though he were conscious of their source.

It would be a good exercise for each one of us to evoke from memory the teachers who influenced us most. Let us likewise call up from our knowledge of history the direct and indirect contributions made by teachers in shaping and molding the life of our Republic. What are weapons of war, or mere strength of armies, or largeness of wealth, or the whole pomp and circumstance of social position by comparison with the peculiar dignity and authority of the teaching profession? Schools, churches, and institutions devoted to the culture of knowledge and the promotion of wisdom are the strongest defenses of our nation.

To maintain—that is, to uphold and keep valid—the dignity of the teaching profession, the public has a definite part to play.

In the first place, let the public continue to think well and to speak well of the teaching profession. We have come upon times where it is regarded as smart to make uncomplimentary wisecracks about teachers. Note, for instance, the dictum of H. L. Mencken: "The average



DANIEL L.
MARSH

schoolmaster is and always must be essentially an ass, for how can one imagine an intelligent man engaging in so puerile an avocation?" Or hear the words of Oscar Wilde: "Everybody who is incapable of learning has taken to teaching." The intelligent person who knows the source of these quotations is uninfluenced by them; but the trouble is that so many persons repeat that kind of thing as though it were Gospel truth. Parents in particular and the public in general should in all their words and acts treat the teaching profession with the respect given it by our forebears when the teacher and the parson were regarded as the two most important persons in any community.

The citizen's responsibility

In the next place, the academic freedom of the teacher must be guarded by all good citizens as the never sleeping dragon of mythology guarded the garden of the Hesperides.

Third, since the public school and the church are the bulwarks of the ideas and the ideals that have made America what it is, they must be adequately supported. The people who belong to their respective churches must support them; but each community, through public funds, should provide for their public schools the most up-to-date buildings and modern equipment possible. Working conditions should be made so comfortable and attractive that they naturally call forth the best efforts of the teacher and the best behavior of the students.

In the fourth place, teachers' salaries should be made as high as is consistent with justice

when taking into account both the burden of taxation and salaries paid to comparable public servants.

To maintain the dignity of the teaching profession, the teacher also must play a definite part. In fact, the teacher himself or herself is the chief factor in maintaining the dignity of the profession so that the community will be constrained to make its contribution to such maintenance of professional dignity.

The most lovable character that was ever graduated from imagination into immortality was James Hilton's *Mr. Chips*. "Kind without being soft," he "understood students well enough but not too much," and always believed them better than their marks on a bad day or their conduct under difficult circumstances. Mr. Chips rarely did stunning things which were reported in the public press; but his kindly efficiency made him a legend and endeared him to new generations of students and professors, not so much by what he did as by what he was. He was a gracious counselor and friend, who made people ashamed to fall short of his faith in them and of the new faith in themselves which he gave them. Mr. Chips did more to enhance the prestige and dignify of the teaching profession than could possibly be accomplished by anybody's merely talking about it.

The qualities of the good teacher

The teacher must be professionally well equipped. That is, he must be well equipped both in the subjects he teaches and also in the techniques of his profession. The best teacher combines sincerity, simplicity, and humility with superior knowledge and intelligence. There is no knowledge so cocksure as ignorance backed up by conceit. The teacher must know more than he is expected to teach. What the teacher knows but does not say has an effect upon what he does say. It does not require much learning to repeat the alphabet; but it is entirely different when the alphabet passes into marvelous permutations, and into poetry, philosophy, history, and science—then it is we find and feel the difference between the ill-prepared and the well-prepared teacher.

The good teacher believes in his profession, and is an exuberant and sympathetic teacher. He has an abundance of the positive and attractive traits of character such as honesty, loyalty, a sense of humor and a sense of honor, enthusiasm, optimism, hopefulness, unselfishness,

and a disposition to cooperate with others. He sloughs off the negative and repellent traits of character that make people disliked. He feels with Hitchcock that "it is a luxury to learn; but the luxury of learning is not to be compared with the luxury of teaching." He is the present-day counterpart of the character of whom Chaucer sang in his *Canterbury Tales*: "gladly would he learn, and gladly teach."

The good teacher who maintains the dignity of his profession loves everybody, and especially each individual youngster in his school. He always sees the greatest side of their natures, and praises that side, because the average human being is more easily and effectually moved by encouragement than by any other influence.

Respect for the worth of the individual

He recognizes the dignity and worth of human personality in every individual. In fact, the rocks of truth with which the temples of democracy and freedom are built are quarried from the everlasting truth of the sacred worth and significance of human personality. Karl Marx, the father of Communism, says: "The democratic concept of man is false because it is Christian. Democracy holds that each man is a sovereign being. This is the illusion and dream of Christianity." And Adolph Hitler in his bid for the socialization of Germany said: "To the Christian doctrine of infinite significance of the individual human soul, I oppose with icy clarity the saving doctrine of the nothingness and insignificance of the human being."

Believing in the worth of every youngster in his school, the good teacher never reaches the place where disillusionment and weariness and monotony make his profession boring. He is always doing his best, his utmost for the highest. He always seeks to understand each individual pupil, and to give him guidance as well as instruction. The teacher of whom I am talking must be not only thoroughly intelligent and intensely devoted to his work, but he must also be long-suffering and patient in his spirit and method of service. The far-reaching significance of what he is doing takes all the humdrum drudgery out of the classroom work.

Good teachers, the kind who maintain the dignity of their profession, come into power-generating contact with their pupils, both in their classroom work and also in social ways

outside the classroom. The youngster who gets nothing from his teacher but the contents of a textbook is like young pigeons I have sometimes seen on Boston Common following the parent bird around with their mouths open, waiting to be stuffed. Whatever else you may call it, the stuffing process is not education. The function of a school is not only to transmit information, but also to provide a medium where minds meet minds with contagious intellectuality. As the grass bends when the wind blows over it, so do the minds of the pupils yield to the mind of the teacher, and the virtues of a common man to the virtues of a superior man.

The teacher occupies an influential position. How uprightly, then, ought he to live! Corruption in influential quarters is deadly. If the teacher is a bad person, his character is felt through all the school. To the person whose life does not square with the words he utters, Emerson shouts: "Do not say things. What you are stands over you the while, and thunders

so that I cannot hear what you say to the contrary." Youngsters cannot understand merely theoretical morals; they must have them incarnated, personified, illustrated in daily life. Sincerity is a great qualification. A teacher's character is his eloquence. If he does justly, loves kindness, and walks humbly with God; if his words are chaste and honest, and his life pure in its purpose, all life will be purer and better thereby.

The teacher with the right point of view will always feel that his greatest compensation is the deposit of character he makes in the bank of his pupils' lives. Such a one can say:

"If I were standing to be judged,
Before the great white throne;
Where I could hear the righteous sing
And hear the sinners moan,
I'd want no greater advocate to make my final
plea,
Than just a boy who'd say 'Gee, he did a lot
for me.'"

Teaching World Relations in the High School

FIFTEEN years of experience, of constant revision in the light of classroom activity and—equally important—in the light of changing attitudes in our society, produced a course of correspondence study now being offered under the direction of Miss Henrietta Hafemann by the Home-Study Department of The University of Chicago. The innovator of the study, Miss Hafemann, is a teacher at Chicago's Senn High School and a leader in the Chicago Teachers Union.

The program, "How to Teach World Relations in the High School," has become much more than a course for history teachers or for teachers in any particular field, but one for those who are seeking sound human relations and understanding of the various cultures that make up our civilization.

The course was first given by Miss Hafemann at Senn High School in 1936.

"In the beginning it was only a part of our study of modern history," she said. "Two years

HENRIETTA
HAFEMANN



later I was teaching it as a special course for juniors and seniors. The course evolved as our thinking evolved—from the stress on diplomatic relations of the 30's to the changes brought about by the sufferings of the 40's which led to the humanistic approach in dealings between nations."

In 1950 Mr. Leonard Stein, now director of the Home-Study Department at The University of Chicago, approached Miss Hafemann with the idea of offering a program to train teachers who wished to give this course. Before Miss

Hafemann had a chance to finish the syllabus, students from all over the country had enrolled in it.

Now designated as Social Sciences 334, it is listed in the University's catalogue as being designed to aid secondary-school teachers who wish to develop objectives and methods, locate materials, and create outlines for units of study in international relations and contemporary world problems.

Miss Hafemann knows whereof she plans.

As a young student who did graduate research in England and Scotland, she has had a chance to study first-hand the subject that she teaches.

She was one of the five delegates from the United States to the UNESCO seminar in 1948. She was one of the 44 people from 28 nations who lived together for six weeks at Adelphi College in New York to study the production of materials for secondary schools as part of the UNESCO Project for International Living.

Service in the cause of good relations

In addition to her work as a member of the union, her teaching at Senn and the University's Home-Study Department, Miss Hafemann has been active in the Illinois Council for Social Studies and the National Council for Social Studies, and has the chairmanship of the International Relations Committee of the Chicago local.

In February she was honored by the National Conference of Christians and Jews when she received the brotherhood award for outstanding service in furthering brotherhood among peoples of every color, religion, and national origin.

Her inspiration as sponsor of Senn's International Relations club has made that club unique in the city in that it is frequently called upon to give programs in other schools.

Miss Hafemann, who is Mrs. Frank Miller in private life, doesn't have much spare time. What there is of it is spent in doing more of the same—furthering understanding in the field of national and international relations in the way she knows best—through teaching.

* * *

LEONARD S. KENWORTHY, of Brooklyn College, N. Y., makes the following comments on the booklet, *How to Teach World Relations in the High School*, which is the study guide for Miss Hafemann's course:

"Henrietta E. Hafemann has performed a distinct service in developing the only home-study course on the teaching of international relations in existence in this country. It grows out of the author's rich experience and recognized competence as a teacher of high school courses in international relations and as a professor with years of experience in conducting home study courses.

"This guide should be of tremendous value not only to teachers taking the course, but to classroom teachers and curriculum workers in general. It is rich in the citation of resources, strong in its emphasis upon world problems, and concise in its listing of a few chief books and booklets as the core of required reading.

"Any author who tries to compress the study of world relations and methods for developing world-minded youth into such a short course inevitably emphasizes a few factors to the exclusion or minimizing of others. Miss Hafemann divides this guide into sections on Democratic Concepts of Education, Introduction to World Problems, In Quest of Government, and Conclusion. She stresses the importance of democratic concepts, the study of world problems, and the analysis of the League of Nations and United Nations.

"She includes but minimizes the psychological and cultural approaches to world understanding. I feel that the guide would be strengthened immeasurably if the author included considerable data on the attitudes and skills which should be developed in boys and girls to promote world understanding, and methods and materials for teachers on how to develop such characteristics. These would seem to me to be basic to any course on how to teach world relations in high schools. There is now a considerable body of knowledge from experts in psychology, psychiatry, child growth and development, mental hygiene, and social psychology to which teachers should be exposed.

"Similarly more stress might well be given to the 'culture concept' which Stuart Chase reports as the outstanding accomplishment of social scientists in recent years, by almost unanimous agreement of such experts.

"Even without these approaches, however, *How to Teach World Relations in the High School* is a welcome addition to the growing body of literature on the creating of world-mindedness through the schools."

EDUCATION NEWS DIGEST

A Unique Educational Experiment by Five Chicago Area Colleges and Universities.

FM Radio Station WBIK is conducting a unique educational experiment in which five Chicago area institutions of higher education are participating. The five institutions are the University of Illinois, Lake Forest College, Illinois Institute of Technology, Roosevelt College, and Loyola University. Each of these schools is utilizing the broadcasting schedule of WBIK one full day each week for a period of ten weeks to furnish educational programs between the hours of 3:00 and 9:00 P.M., Monday through Friday.

WBIK, owned by Balaban and Katz and operated by Television Station WBKB, has operated for five years as a non-commercial FM station and will continue non-commercial operation in the public interest. The ten-week curriculum of each school is being made available to the public at no charge and, if successful, will be resumed in the fall on both FM and Television Station WBKB.

The experiment is called "Operation New Horizons." "When the plans are fully realized," said John H. Mitchell, General Manager of the station, "we think it will prove to be the most extensive effort made by educators and a broadcaster in a single community. Operation New Horizons is not only a real opportunity for FM, but a test tube for larger things to come in television via WBKB."

A New Type of Education for Mexican Indians.

The Mexican government has completely reorganized its system of education for the Indians. From now on, it is divided into two branches: one intended to give them knowledge for their farm labor; the other to educate their most gifted young people for the professions—as doctors, pharmacists, lawyers, teachers, etc., who in their turn will be charged with caring for, protecting, and educating the people of their respective tribes.

The incorporation of the Indians into modern life will not be as heretofore, by the medium of simple teaching. Each young couple which is picked out will receive a house and up-to-date work tools, and will be set up in their village after a preliminary period of education

and technical training. Thus in each native center there will arise "foci of contagion" which will spread civilized and cultural ideas and habits. It is hoped that through these living examples of young people in their own tribes, the most stubborn of the Indians will be won without violence or pressure.

In the villages where, for two years, these model nuclei continue, there will be created dispensaries, libraries, schools, etc., which will be in charge of the young Indians who, beginning now, will soon be prepared for a great regenerating effort.—*Reading Labor Advocate*

The Professional Status of the Elementary Teacher in Ontario, Canada.

A study of the professional status of the elementary teacher in Ontario, was made recently by John Manning, of Michigan State College, in East Lansing. The study, which was based on the Report of the Royal Commission on Education in Ontario, reveals that the status of the elementary teacher in this Canadian province is not unlike that of the elementary teacher in many communities in the United States. Although the qualifications for entering elementary teacher-training schools have been steadily reduced since 1944, there are still many teachers in Ontario who do not possess any professional certificate, and some 3,000 additional teachers must be trained to meet the estimated increase of 250,000 in pupil enrollment within the next ten years. The number of elementary teachers trained is smaller than the number leaving the profession, and 30 percent of the elementary teachers are married women.

The Report indicates that if the married women teachers and those who do not yet hold any professional qualifications at all were to leave the profession, "in many sections of the province, at least half the teaching positions in elementary schools would immediately fall vacant."

Mr. Manning says that the status of the teacher was much higher prior to 1900 than it is today. He believes the reason for the difference is that "the emphasis in the training schools used to be on academic *subject matter*, then it was shifted to *methodology*. The status of the teaching profession is inevitably lowered in the minds of common sense people if that

status has to depend solely on how well a teacher can 'sell' his subject or how superbly he can impart knowledge which he does not have." Mr. Manning quotes the Commission as expressing the opinion that "methodology is only a dry husk if the prospective teacher has little to expound properly to his pupils."

Although Mr. Manning approves many of the recommendations made in the Commission's Report, he expresses "deep cynicism" concerning the illustrative scale of salaries presented by the Commission. The scale would be based on local appraisal of merit, and would have

four levels. In the illustrative scale only 5 percent to 8 percent of the teachers would be in the top group. Moreover, it would require 16 years of service to be eligible to enter the top group. Mr. Manning says that the city of Toronto once tried the merit system, "then dropped it like a hot potato." Apparently the system has been no more successful in Canada than in those communities which have tried it in the United States.

A highlight in the Commission's Report, says Mr. Manning, is the recognition that "the teacher is the keystone of the educational arch."

The School's Job in the National Security Program

(Continued from page 8)

professional investigation, not by pieces of paper. The whole notion of loyalty inquisitions is a natural characteristic of the police state, not of democracy. Knowing his rule rests upon compulsion rather than consent, the dictator must always assume the disloyalty, not of a few but of many, and guard against it by continual inquisition and 'liquidation' of the unreliable . . . the democratic state, on the other hand, is based on the consent of its members. The vast majority of our people are intensely loyal, as they have amply demonstrated. To question, even by implication, the loyalty and devotion of a large group of citizens is to create an atmosphere of suspicion and distrust which is neither justified, healthy nor consistent with our traditions."

I say to you now—let us believe enough in democracy to withstand the attacks of fearful, frightened men.

There is, to be sure, the danger of a "public school scandal" in this country but it will not be the scandal of lack of loyalty. It may be a scandal of neglect, of "too little and too late." Are we providing properly for the influx of children now entering our primary schools? Are we ready for the thousands of additional children who will enter next fall? And the thousands more next year? And the next? We all know that serious over-crowding of classrooms and buildings is commonplace. What will it be when we have two or three hundred thousand more pupils? We must face the needs

for proper school buildings and find the means to construct them.

And will our children have good teachers? Despite recent gains our teaching force includes thousands with sub-standard training. And where will we find the additional thousands of teachers we will need? How can we provide the kind of working conditions and salaries that will draw our best young people into teaching?

Let us not have a scandal in our public school system born of public neglect, confusion, and fear. Let us not have too few schoolrooms, too few teachers, over-worked and ill-prepared, too many unsafe, unsanitary classrooms, too little money to do what must be done to keep our schools strong.

In a recent address to the National Citizens Committee for the Public Schools, Mr. Frank Abrams of the Standard Oil Company of New Jersey, said: "If, out of public apathy, we were to let our public school system decay, we would gravely undermine the foundation of our greatness as a nation." I only hope he reflects the dominant sentiment of the American business community because the task of the schools in the years ahead calls for business leadership of a high order.

So the problem we face in the present world situation is the defense of our heritage, our heritage of free public education and of democracy itself. We must move forward with courage and confidence, and we must choose wisely, if we are to remain strong and free.

"The problem of freedom involves the whole problem of civilization. We can no longer fight a king to obtain our liberty; we have to fight for civilization in ourselves and in our communities . . . In the 20th century, every person who achieves self-criticism or discrimination in matters of thought, intellectual honesty and skepticism of popular slogans, is really a friend of liberty."—Excerpt from "Liberty," by EVERETT DEAN MARTIN.

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

Senate Bill 2543 and HR 6035, bills which would increase the powers of law-enforcement officers of the Indian Bureau, were denounced by the Association on American Indian Affairs "as an unwarranted invasion of the private lives and constitutional rights of American Indian citizens of the United States." According to a resolution adopted recently by the Association, the bills "give broader powers of arrest than those held by United States marshals, agents of the FBI and of the Secret Service." They would also grant "authority for armed searches and seizures without warrant not only for violations of the law but for violations of regulations."

A Federal Court in South Carolina to which the Clarendon County segregation case was returned by the U.S. Supreme Court for "consideration of additional facts" reaffirmed its decision that segregated schools are constitutional. The opinion in part said: "The defendants have complied with the decree of the court to equalize facilities as soon as humanly possible and no good could be accomplished for any one by the court's ordering an end to segregation now."

The responsibility for caring for the 100,000 persons "who have slipped through the Iron Curtain into Western Germany rests on the Western nations . . . particularly on the United States," says Mr. F. X. Mayers of CARE. "Through the Voice of America and other publicity we have induced, if not invited, these people to leave the satellite countries. Once in Germany, they can be given no promise of emigration, no citizenship, no housing permits, no work cards. They are the lost ones."

James Nishimura, a Federal internal revenue agent and World War II veteran, who attempted to buy a home in West Des Moines, Iowa, was told by the real estate firm that "numerous phone calls (anonymous) had come in objecting to the deal." The company advised Mr. and Mrs. Nishimura against moving into the neighborhood where "they were not wanted," although the prospective neighbors on each side of the planned new home said they had no objections whatever.

CREDITS +

Dr. Takeo Tsunekawa, attached to the Dispensary of the Yokohama Ordnance Depot, was affectionately known by the American soldiers as "Jonesy." Finding out that Dr. Tsunekawa would like further study in the United States, the soldiers took up a collection of \$2500. This they presented to him to study at Western Reserve University with these words: "We don't profess to know much about cementing international relations. But we think another doctor in the world of the caliber of Jonesy is well worth gambling \$2500 on. Good luck, Doctor."

Paul Hoshiko of Greeley, Colorado, is the first Nisei to represent the United States in the International Farm Youth Exchange Program. Hoshiko, president of the Weld County 4-H Leaders Council, will live with a farm family abroad for six months. Paul and his brother run a 210-acre farm on which they raise grains, alfalfa, truck vegetables, and sugar beets. Their sugar beet production has been far above the average for other farms in the area. In addition to farming, Paul's activities include the vice-presidency of the East Greeley Farm Bureau and teaching in the Greeley Methodist Sunday School.

Chief Wesley Williams, of the 15th Battalion of the New York City Fire Department, who is the highest ranking fire officer of his race in the country, is retiring after 33 years service. "When I was appointed," said Mr. Williams, "every man in Engine Company 55, on Broome Street near the Bowery, applied for a transfer and one of the officers suggested that my bed be placed in the cellar of the firehouse. Today I am happy to see Negroes integrated throughout the department."

Sen. Margaret Chase Smith, through the good offices of the Governor of Maine, interceded with the District of Columbia Hotel Association and Hotel Lafayette to have Beverly Dodge, a Negro girl and Portland (Maine) High School's "best citizen," make the trip to Washington with her class. Beverly had decided to stay home when she was told by school officials she might be barred from the hotel where the class had planned to stay.

Ninth Annual AFT Summer Work

at the University of Wisconsin School for

August 3-15, 1952

FOR the ninth consecutive summer the AFT will hold a workshop at the University of Wisconsin's School for Workers in Madison, Wisconsin. This workshop has three purposes:

1. To enable AFT members to solve some of the problems facing their locals.
2. To provide a background of information concerning labor problems both here and abroad.
3. To provide opportunities for recreation and for social activities in pleasant surroundings and with congenial associates.

THE PROGRAM

The tentative program is as follows:

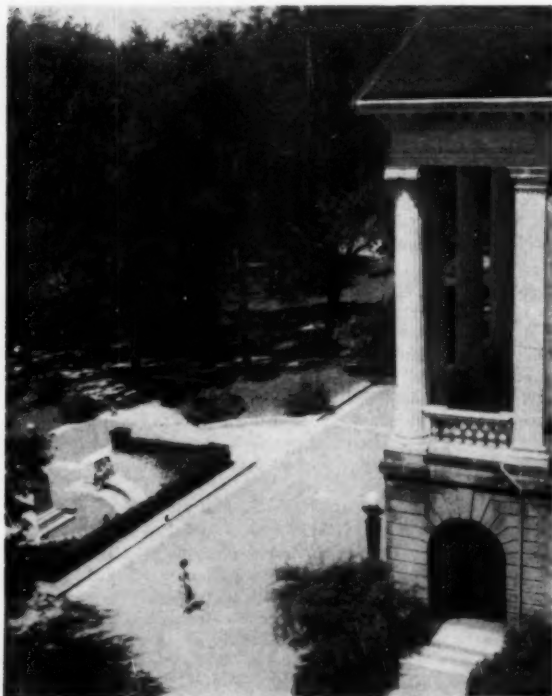
MORNING SCHEDULE

Period

- 1st *Organization of Professional Workers*
MURRAY WEISZ
- 2nd First week: *European Labor Background and Problems*
DR. ADOLF STURMTHAL
Second week: *American Labor Problems*
DR. PHILIP TAFT
- 3rd Discussions: *The Union Program*
Visiting Resource People and Lecturers

AFTERNOON SCHEDULE

Special interest workshops.



LEFT: *Bascom Hall, University Classroom Building*

WISCONSIN BADGER PHOTO

BELOW: *Carillon Tower and Lake Mendota*

DON RECK PHOTO



Workshop Workers



HOOFER'S PIER, LAKE MENDOTA
Boats and swimming piers are available for members attending the AFT Summer Workshop at the University of Wisconsin School for Workers.

WISCONSIN BADGER PHOTO

This year the workshop will open on Sunday, August 3, and continue through August 15. The cost of room, board, and tuition for the entire period will be \$80.

Details concerning the educational and recreational facilities offered to AFT members attending the workshop were published in the April issue of the *AMERICAN TEACHER*.

APPLICATION BLANK

Professor Edwin Young
School for Workers, University of Wisconsin
Madison, Wisconsin

Name

Address City State

Name of AFT Local

I wish to enroll in the AFT Summer Institute to be held at the University of Wisconsin School for Workers, Madison, Wisconsin, August 3-15, 1952.

Signature

AFT Graduate Workshop on Problems of Classroom Teachers

Sponsored by School of Education, New York University
in cooperation with the American Federation of Teachers
Bard College, Annandale-on-Hudson, New York State

July 14-August 8, 1952

THE PROGRAM

This four-week workshop is designed to deal with the specific problems of classroom teachers. Lectures, discussions, projects, small group and individual conferences will be planned to deal with techniques and materials to aid teachers. Three areas of particular interest will be considered. Teachers will be free to choose their areas of interest from the total offerings. The following are suggested phases to be amended according to the needs of the participants. Those planning to enroll for the

workshop are urged to indicate their particular field of interest so that necessary prior planning may be made.

1. *The Classroom*—discovering and stimulating student interests, using and evaluating sociometric techniques, diagnosis of and techniques of meeting unmet emotional needs of children, learning value analysis, thinking process, group process, teaching of basic skills, improving human relations in the classroom.

2. *The Curriculum*—evaluating curriculum materials now in use, finding new sources of curriculum materials, exploration of new ideas about curriculum, methods of introducing changes in the curriculum.

3. *The Community*—the role of the school in the community, role of other community groups in the educative process, role and effects of the social status system, ways of helping children to become vital parts of their community, the role of the teacher in the community.



Classroom in the sun

PIX, INC.



STONE ROW, BARD COLLEGE

Members attending the AFT Graduate Workshop at Bard College this summer will be welcome to use all dormitory, library, and recreational facilities.

THE STAFF

Louis E. Rath, Ph.D., Professor of Education, New York University, Director.

Stephen Abrahamson, Ph.D., Educational Consultant for Yale University Research Project, New Haven.

Irving Robbins, Ph.D., Asst. Professor of Education, Queens College.

Outstanding lecturers and discussion leaders will also be invited to participate in the workshop according to the needs of the group. Dr. George Counts, Dr. Roma Gans, Dr. John Childs, Dr. Philip Taft of Brown University, and Dr. Adolf Sturmthal of Bard College are among visiting lecturers we are expecting will meet with the workshop group.

THE PLACE

The beautiful and extensive campus of Bard College is located at Annandale-on-Hudson about 100 miles north of New York City. All dormitory, library, and recreational facilities will be available to the workshop participants. There are ample opportunities for recreational activities such as golf, swimming, tennis, badminton, bowling, squash, and other sports. Visits may also be arranged to nearby summer theaters, to the concerts at Tanglewood, and to points of interest such as Hyde Park.

THE FEES

Registration, class fees, tuition for six hours graduate credit at New York University, room and meals for the four-week session will be \$230.00.

APPLICATION FORM

Miss Catherine Sheridan, Chairman
AFT-NYU Workshop Committee (Bard College)
3657 Broadway
New York City, N. Y.

Name Address

City State

Position (be specific)

School School address

Degrees held and schools

Particular interest in attending workshop

I wish to be enrolled in the NYU Workshop to be held at Bard College under AFT sponsorship from July 14-August 8, 1952. I am enclosing \$25.00 as a deposit to be applied to the total of \$280.

Signature

The Use of Sponsored Films in the Schools

By George Hammersmith

Chairman, AFT Committee on Education by New Media

SPONSORED or advertising films may be defined as those produced by an organization which is not engaged primarily in the business of making educational films but is interested in using the film to sell a product or a service, to generate good-will, or to influence and crystallize public opinion.

Locals of the AFT should keep an alert audio-visual committee on the job to see that industrial films used in public schools do not give distorted versions of the American way of life.

The following policies on the use of sponsored films were suggested at the Michigan Audio-Visual Conference held in Detroit, April 4-6, 1946, and are well worth considering:

"The public schools should serve the interests of all of the people. Therefore, instructional materials used should be free of the influence of special interests.

"Audio-visual materials, particularly films, subsidized by special interest groups, are being

offered to the schools in increasing quantities. Some of these materials do have significant instructional values and do offer experiences not otherwise available.

"Schools cannot develop adequate audio-visual programs based solely on sponsored materials. Indeed, too great an acceptance of sponsored films will retard the development of the non-sponsored educational film enterprise.

"The use of a sponsored film can be justified only in terms of bringing to the learner a valuable experience that would otherwise be denied him. Constant care must be exercised in weighing the educational value of a film against the furthering of the sponsor's special interest.

"The final determination of whether or not sponsored audio-visual materials shall be used, and the conditions under which they shall be used, is a matter for local decision."



LABOR NOTES

"Getting acquainted" alters attitude toward labor

BenJack Cage, president of The Insurance Company of Texas, speaking at the national meeting of the Young Presidents, a nationwide organization of men under 38 who are heads of businesses employing more than 125 people or doing a gross annual business of more than a million dollars, said:

"I'm just like most of you men. A year ago I was anti-labor, not for any reason but just because it was stylish in the circles I traveled in."

"Now that I have come to know union men and women, now that I've found out what they do and why, I've quit believing that business about labor racketeers that I used to hear so much about."

"The top leadership of the AFL unions in Texas with whom I am dealing has impressed me a great deal for their devotion to the ideal of improving the lot of the ordinary American. They make all their decisions on group interest rather than selfish interest for themselves. Sure there have been a couple of exceptions to that. No group of people is perfect. But the occasional exception proves the rule."

"Take this business of communism in organized labor. I'm deep enough in the Texas labor movement right now to say with certainty that there aren't any communists in positions of leadership, and none in the rank and file that I've been able to find out about. In fact, these union men knew about the efforts of communists to infiltrate America long before we in management found out about it. They knew through their international organizations that Hitler and Stalin and Mussolini moved first to control the churches and the unions. So long before the congressional investigators found out anything about communism, union people had rooted out the party-liners who had tried to infiltrate them."

"I was surprised to know about the work of the AFL international unions in fighting communism over the world. Some of their top men are working with the people of Europe, Asia, South America, Africa and the other free nations to teach them how to fend off communist

infiltration of their union organizations. Averell Harriman said recently that the contribution of organized labor in America to this work was one of the most substantial ones in our national fight against communism abroad."

"It's been a real education to me, going into business with organized labor. I'm enjoying it, and I intend to stay in business with organized labor. They believe in me, and I believe in them."

AFL state and local unions offer scholarships

The interest of AFL trade unionists in education is well shown in the numerous scholarships offered at this time of year. Here are some which are being offered to high school seniors:

1. The Idaho State Federation of Labor has recently announced its First Annual Scholarship Award Contest. The \$500 scholarship will be awarded in June 1952 to the student from a public, private or parochial high school in the state who rates highest in a competitive examination.

2. Four \$500 scholarships are announced in the Sixth Annual Scholarship Contest of the Oregon State Federation of Labor for senior students in public, private, and parochial high schools of the state. Two of these scholarships are given by the State Federation, one by the Hoisting and Portable Engineers Local 701, and one by the Laundry and

Dry Cleaning Workers Union of Portland. As in previous years, awards will be made in May on the basis of a competitive examination.

3. The Massachusetts Federation of Labor announces its Fourth Annual Scholarship Contest, open to students of all public, private, and parochial schools of the state. Two \$500 scholarships will be awarded this year, based on a competitive examination.

4. The Gloucester Central Labor Union is again offering a scholarship award of \$250 to the senior in that area making the best showing in the State Federation Contest.

5. The Montana State Federation at its 1951 convention approved a Scholarship Award as a memorial to its late president James D. Graham. The scholarship will be used for study in the field of labor relations, and details of the plan are under discussion by President Umber and university authorities.

6. The California State Federation of Labor announced the 1952 contest which offers three \$500 scholarships to seniors in California or Hawaii planning to attend a college or university within the coming academic year.

Students from public, private, or parochial schools are eligible for the Second Annual Scholarship Competition. The awards may be used by students pursuing any field of knowledge in the realm of higher education.

Hawaiian participation in the annual contest was unanimously voted following presentation of awards to

IT'S STILL POSSIBLE TO SEE
EUROPE THIS SUMMER
JULY—AUGUST—SEPTEMBER

all expense conducted

EUROPE \$465—

LONDON—PARIS—SWITZERLAND
Special Tours for Teachers,
Jr. Doctors, Nurses

42 days.....\$465

same Tour inclusive Venice

42 days.....\$510

LONDON—PARIS—ROME—Naples—
Switzerland—Capri—Sorrento—Riviera

55 days—\$610

The Tours are arranged by a N. Y. State
Licensed Travel Agent and Limited to Teachers,
Students, Social Workers, Nurses.

ALL EXPENSE TOURS

Steamer, Hotels, Meals Included

AIR COACH

to EUROPE

SPECIAL TOURS

for TEACHERS (Students)

20 Days Air Tour

England-France

Scotland or Ireland

Rate includes: Tourist Service
Round trip scheduled Plane
Hotels • Meals • Sightseeing
Guides, etc. **\$598**

SCANDINAVIA \$575

WESTROPA CORP., Room 705

507 Fifth Avenue, New York 17, N. Y.

Telephone MU 2-0115

the three 1951 winners at the annual convention of the state AFL held in San Diego.

One of the innovations of the 1952 contest will be the furnishing of a labor study manual prepared by the Institute of Industrial Relations of the University of California.

Written at the request of the federation, the manual also will be suitable for use by history and social science teachers wishing to provide individual or group assignments in American labor study.

The manual evolved from state federation negotiations with public school officials relative to consideration of labor purposes and functions in the high school curricula of California.

Memorial scholarships train union leaders

AFL trade unionists will have an opportunity to compete for two \$1500 fellowships again this year. The Committee on Education of the Massachusetts Federation of Labor announces the annual Robert J. Watt Fellowship, and in addition a second fellowship, known as the Massachusetts Federation of Labor Memorial Fellowship.

The Robert J. Watt Fellowship was established at the 61st Convention of the Massachusetts Federation of Labor to perpetuate the memory of this outstanding and remarkable trade unionist who believed in the principle of training rank and file membership to attain leadership in organized labor.

The second fellowship, namely, the Massachusetts Federation of Labor Memorial Fellowship, had its inception last year when the Committee on Education voted to commemorate other outstanding trade unionists who had played an important role in bringing prestige and honor to the Massachusetts Federation of Labor.

Both these fellowships will include a thirteen-week course at Harvard University, to commence in September, 1952. No specific education qualifications are required to be a contestant.

Labor schools receive Ford grants

Announcement has been made that eight colleges and universities are receiving grants from the Ford Foundation for workers' education. The six institutions are: the University of Chicago, Roosevelt College (Chicago), the University of Illinois, Rutgers University (New Brunswick, N.J.), the University of Pennsylvania, Cornell University, the University of California, and the University of Wisconsin.

The money is to be used for developing materials and interest in international relations.

Why women work

Most women who take jobs outside their homes do so for the same reason men work—to make a living. That's what the U. S. Labor Department's Women's Bureau found in a recent survey.

Six unions with large memberships of women cooperated in the Women's Bureau study, and more than 8,300 women workers in 100 trade union locals answered the questionnaire on which the findings are based.

Eighty out of every 100 of the union women said their chief reason for working was to make a living. Practically all (98 percent) of those without husbands gave this reply.

Six out of every ten reporting said they not only supported themselves but had others depending on them. One out of every seven said she was the sole support of her family, and while the majority of these families had only one other member, some of the union women were the only wage earners in families of four or more.

Inquiries into how they used their earnings brought out the fact that more than half of these working women must spend all of every dollar of their wages to meet living expenses from day to day. Three out of four of those reporting said that daily living took 75 cents or more from each dollar they earned. Practically all (98 percent) of those living in family groups, whether married or single, put part of their earnings regularly into household expenses. One out of every four listed as not living with her family said she supported or helped to support at least one relative.

Why Do Women Work, Leaflet No. 11, is available from the Superintendent of Public Documents, Washington 25, D.C., at 5 cents.

Union aids handicapped

How one union has aided handicapped workers to earn a living is told in an editorial in the Rochester, N. Y., *Times Union*. The paper pointed out that Rochester employers have learned from experience that the handicapped make good employees and added:

"The employers know that the handicapped are more regular, have performed miracles of adaptability and are good risks in every way . . . It is only when you get down to individual industries that you realize just how convinced Rochester is about hiring the physically handicapped. Take Wollensak Optical Co. Wollensak has a contract with Photographic and Precision Optical Workers Federal Union 24659 (AFL) giving three years seniority to handicapped workers the moment their probationary period expires and they hold this until their accumulated seniority exceeds three years.

"That is, in the event of layoffs, the handicapped Wollensak worker is given that much advantage over able-bodied employees. This clause was initiated by the union and gladly accepted by the company. We believe this is a unique situation for handicapped workers. Wollensak has from 20 to 25 handicapped people, five of them blind. . . . Providing a human being with a useful purpose in life is often more important to him than wages."

Boston hosts union show

The American Federation of Labor's Union Industries Show—the most graphic example of labor-management cooperation—will open its 1952 exposition at the Mechanics Building in Boston on May 17. The eight-day show will continue through May 24.

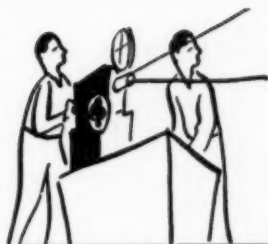


PLAY SAFE Buy Milk in
GLASS BOTTLES

The glass milk bottle is the only retail container which is sterilized just before filling. It receives a 25 minute heat and chemical treatment, is scrubbed, rinsed and scrubbed again. No other container gives you the guarantee of cleanliness and superiority found in glass. When you buy foods and beverages, ask for glass containers, 100% union made.

GLASS BOTTLE BLOWERS ASSOCIATION, AFL
12 So. 12th St. Philadelphia, Pa.
Leo W. Minton, President





BOOKS AND TEACHING AIDS



Education for a free society **EDUCATION AND AMERICAN CIVILIZATION**

By GEORGE S. COUNTS. *Bureau of Publications, Teachers College, Columbia University, New York, N.Y.* 1952. 496 pp.

An education "that supports the ideals and principles of freedom as effectively as the education of totalitarian countries supports the purposes of despotism" is urged for United States public schools and higher institutions by George S. Counts in this new book. Dr. Counts, professor of education at Teachers College and a past president of the AFT, is known as one of the country's foremost sociologists and educational historians.

The basic argument in this book is that the times demand an education that expresses, "boldly and imaginatively, America's full strength in her historical and world setting." He holds that such an education is needed now, more than ever, "because the liberal and humanistic values of our nation's civilization and of the entire Western tradition are in great danger." These values are threatened, he declares, "by revolutionary changes already evident in ways of life, social institutions, and relations among states and peoples throughout the world."

They are threatened also by the growth of different totalitarian movements, "particularly by the aggressive and relentless offensive of Soviet Communism." Despotism "is on the march again," he declares, and to meet this danger, the nations of the free part of the world must become strong and united.

"They will have to marshal all of their resources and prepare themselves for a sustained struggle," he writes; but with physical might alone they cannot hope for ultimate triumph. They must also rally their intellectual and moral resources, and it is here that their potential strength resides. "In this struggle for the defense of human freedom, the United States will have to play a central role," he says.

This situation calls for "a great education in our country—an education grand in its conception, clear in its purposes, strong in its energies, and efficient in its administration."

American education should seek, in these times of change and revolution, "to hold fast that which is good in the human heritage. In all of its operations, it should be guided by the Hebraic-Christian ethic of individual worth and brotherhood; by the humanistic spirit; by the precision, integrity, and truth of the scientific method; by the orderly and peaceful adjustment of differences in the rule of law, and by trust in the wisdom and talents of common people in the dem-

ocratic faith." It should seek, as an expression of the main values of this faith, "to assist each person, regardless of family, race or creed, to rise to his highest stature, in body, mind and heart."

Dr. Counts points out that the achievement of a "great education" will require a marked improvement in the qualifications of the teacher and a raising of understanding by the American people of the nature of education in a free society in the industrial age. "Let us hope that the widespread interest in public education today, though often ill-tempered and uninformed, may bring about this understanding," he concludes.

Education and American Civilization was published under the sponsorship of the Horace Mann-Lincoln Institute of School Experimentation of Teachers College. It is divided into six parts: "Education Between Eras," "Our Early American Heritage," "Toward a New Civilization," "Our American Values," "Education for the Emerging Industrial Age," and "Education and Social Forces."

A new edition adapted to modern methods of teaching reading **READING AIDS THROUGH THE GRADES**

By DAVID H. RUSSELL and ETTA E. KARP. *Bureau of Publications, Teachers College, Columbia University, New York, N.Y.* 1951. 111 pp. \$1.10.

The first edition of this book appeared in 1938, but it has been enlarged to include activities required by changes in the reading programs since the original edition appeared. An entire chapter has been added, therefore, in order to include suggestions for the reading readiness program. Moreover, the emphasis is now on developmental rather than remedial procedures. Recognizing the trend toward individualized methods, the authors have included more help in this direction.

To develop taste in selecting motion pictures **MOTION PICTURE DISCRIMINATION**

By EDGAR DALE and JOHN MORRISON. *University Press, Ohio State University, Journalism Building, Columbus 10, O.* 1951. 41 pp. 50 cents.

With more and more English courses including a unit on the development of taste in choosing and evaluating motion pictures, this booklet offers a solution to the teacher seeking material on which to organize his presentation of such a unit. Fifty-nine articles and books are quoted, paraphrased, or presented in a concise form.

Approved

by educators as long-awaited classroom material... popular success on Times Square and TV... sponsored by U. S. Government agencies in 9 languages abroad as a powerful feature on achievements of Labor in a free society... **ACCLAIMED** for its human story and historical fidelity...

And Now...

A 16 MM 40 Min.



Version
FOR
CLASS
USE

"With These Hands"

starring

SAM LEVENE

Arlene
FRANCIS

Joseph
WISEMAN

Produced by the International Ladies' Garment Workers' Union which created the historic "Pins and Needles."

What They Say

PROF. WILLIAM H. KILPATRICK: "...profoundly moved by it...marvelous presentation of history...I think every student should see it..." DR. WILLIAM JANSEN: "...a very interesting picture...shows what a union can do for labor." NEW YORK TIMES: "...unique...an impressive document..." SATURDAY REVIEW OF LITERATURE: "...far and away the best film ever produced by labor..." HERALD TRIBUNE: "Levene gives enormous breadth to 'With These Hands'..." NELSON ROCKEFELLER: "...a great epic of a truly vital phase of American life...dramatic, fastmoving and beautifully done..." HELEN PARKHURST: "...One of the most extraordinary pictures I have ever seen. Its understatement is its strength..." VARIETY: "a warm, human story, with some strong, dramatic moments and some leavening humorous touches...likely to have an additional impact on the thoughtful in its lesson of man's crying need for security in his industrial life..." A winner of the "Scholastic Teacher Magazine" sponsored film award.

FOR all information and descriptive pamphlet, mail this coupon.

EDUCATIONAL DEPARTMENT
International Ladies' Garment
Workers' Union
1710 Broadway, New York 19, N.Y.

Name _____

Address _____

City _____ State _____

A comprehensive list of labor films and filmstrips

FILMS FOR LABOR

By the Workers Education Bureau of the American Federation of Labor, 724 Ninth Street, N.W., Washington 1, D.C. 1951. 28 pp. 25 cents.

Any local wishing to present a film or filmstrip at a meeting would do well to send for a copy of this booklet, which describes 68 films or filmstrips of special interest to labor groups. Besides a summary of the content of each film or filmstrip there is information concerning how to obtain it and what the rental is if a charge is made.

* * *

British Information Services has announced that a new 35 mm filmstrip entitled *Trade Unionism in Britain* is now available. There are 24 black and white frames, with captions and a study guide. This filmstrip, which shows how the British unions work, may be purchased for \$3.00. Also available as supplementary material are a number of information papers, picture sets and films, lists of which will be sent upon request. The address of British Information Services is 30 Rockefeller Plaza, New York 20, N.Y.

Expert recordings of literary gems

The London Library of Recorded English offers four books of records, each consisting of six two-sided 12-inch unbreakable records. The twenty-four records present selections from poems and passages of English literature including Shakespeare, Hardy, Browning, and many others. Readers of the passages are experts in the theater and radio. The records are reported to be technically excellent.

The price is \$21 per book of six records, or \$75 for the set of four books.

Pictures of marine life

A fascinating sound film and an action-packed film strip showing some of the 10,000 living marine specimens in the oceanarium tanks at Marine Studios, Marineland, Fla., are available on loan to schools without cost except for the return postage.

Some of the spectacular shots show the cormorant, a native bird of Florida, pursuing fish underwater. Another is of a huge loggerhead turtle making a meal of a live crab. An extreme close-up shot shows an unhatched baby octopus moving about inside the egg.

The perfect camouflage found in nature is demonstrated by the sargassum fish and the scorpion fish.

Other unusual specimens shown include the plant-like anemones, octopuses, spider crab, and the shark remora. Also, the dangerous fish such as sharks, barracuda, and rays are photographed in their Marine Studios home. Pictures taken through portholes show the porpoises as they live and play underwater. Action shots of the daily feeding programs show the porpoises leaping completely free of the water to take fish from the feeding attendant's hand.

The movie is a 16mm black and white film 400 feet in length, with a running time of 11 minutes. The film strip contains 32 photographs on a 35mm black and white continuous roll.



from the LOCALS

St. Paul gains in salary campaign

28 & 43 ST. PAUL, MINN. —The Teachers Joint Council of St. Paul, composed of the Women Teachers Federation and the Federation of Men Teachers, reports progress in its campaign to achieve salary parity with Minneapolis. A salary revision effective January 1 raised the minima and all steps up to the maxima by \$300 a year, and all maxima by \$325.

Under this revision salaries for non-degree teachers range from \$2,600 to \$4,425; for those having a bachelor's degree, from \$3,000 to \$4,825; for those having a master's degree, from \$3,200 to \$5,025; for those having a Ph.D., from \$3,400 to \$5,225. The minima are for teachers without experience; the maxima are reached the 16th year.

A reduction in the number of years required to attain the maxi-

mum salary in the respective categories was another matter of negotiation. In September 1952, the period will be reduced from 16 years to 14 years, with corresponding salary adjustments for each year of experience; in September 1953, the period will be reduced to 12 years, with further corresponding adjustments of each yearly increment. By September 1953, therefore, the St. Paul teachers will have achieved parity with Minneapolis in the number of steps necessary to reach the maximum.

While the adjustment of the basic salary schedule in St. Paul brings the minimum for teachers without experience \$100 above the present Minneapolis scale, the maximum salary in St. Paul is \$275 below it. A part of the parity program has been achieved, however.

Schenectady abolishes merit rating as basis for salary increases

803 SCHENECTADY, N.Y. — Since 1948, when the "merit rating" law went into effect in New York, the Schenectady Federation of Teachers has been opposed to the use of this rating as a basis for salary increases. According to New York law the increases beyond the twelfth step could have been determined by rating, but in Schenectady only the 16th—the final step—was decided on this basis. However, since twenty-seven teachers were deprived of increases last summer because of the rating procedure, there has been a much more determined

effort to eliminate it. When the board of education recently accepted the superintendent's recommendation to eliminate rating completely, the teachers truly felt they had won a victory. However, the case is not yet settled for those teachers who claim that they are not on the correct salary step because of the operation of the rule in the past.

Professor sent to Asia

223 MADISON, WIS. — Martin Bronfenbrenner, a member of the University of Wisconsin Teachers Union and an expert in mathematical economics, has been granted a leave to go to Thailand. There he will study problems related to the integration of Japanese and Southeast Asian economics for the UN economic commission for Asia and the Far East. Previously Mr. Bronfenbrenner worked in Japan as a tax and finance specialist, and during the war he was a Japanese language officer with the navy.

571 aids miners and an AFT group

571 WEST SUBURBS, ILL. — The West Suburban local recently sent \$172.70 to the disaster fund for the families of the victims of the West Frankfort, Illinois mine tragedy. Previously a contribution of \$229.75 had been made to the Pawtucket, Rhode Island Teachers' Fund.

Democracy is the victor

762 WILMINGTON, DEL. — An earlier issue of the AMERICAN TEACHER reported the efforts of Local 762 to obtain from the board of public education a written statement of its position against pressure exerted upon teachers to join organizations. Such a statement has now been placed on record, and the teachers feel that this is an important step in making democracy a reality in the schools of Wilmington.

In a statement following the release of the information, F. Earl McGinnes, president of the Federation of Delaware Teachers, said: "With the position of the board clearly stated we hope that the deplorable pressures which have in the past been exerted on teachers to join certain organizations and not to join others will be eliminated."

99% join new local

1148 WEST ST. PAUL, MINN. — On Monday, March 10, the Teachers Joint Council of St. Paul (AFT Locals 28 and 43) held an informal meeting and Open House for the newly organized West St. Paul Federation of Teachers. The occasion was of special significance because the new local was chartered with a membership of more than 99 percent of the teachers in the school system.

Among those attending the Open House, which was held in the Club Rooms of the St. Paul locals, were a number of local labor leaders.

The group of challenging leaders in the West St. Paul local shows great promise.

Sponsor German teacher

886 KANKAKEE, ILL. — The members of the Kankakee Federation of Teachers voted to sponsor a visiting teacher from Berlin, Germany. From April 22 to May 21 she will live in Kankakee, visit the schools, and become acquainted with community life there.

Newark pays \$6,700 for MA; \$7,000 for PhD!

481 NEWARK, N.J.—Newark teachers are rejoicing in the passage of their new salary schedule. It calls for twelve steps instead of the seventeen in the earlier schedule. In addition, beginning salaries are increased to \$3,400. Maximum salaries vary with the amount of training. For those without a degree the top is \$6,000; for those with a bachelor's degree, \$6,400; for those with a master's, \$6,700; for those with a Ph.D. or thirty-two hours of training, \$7,000.

The Newark local of the AFT had been faced with the same cry of

"No money" which is heard everywhere when salary increases are mentioned. However, a well organized campaign, in which letters were sent to parents and homes were visited, enlisted public support. As a result of this effort, the finance director and the mayor changed their minds and the salaries were won.

Union candidate wins in pension election

340 BALTIMORE, MD.—For years the Baltimore Teachers Union has been critical of the performance of the teacher representatives on the Board of Trustees of the Pension System. This attitude was based on several startling incidents. For example, the pension board advised the Board of Education to base pension payments during a sabbatical leave on the reduced salaries paid to teachers on such leave. This, of course, caused a loss in the accumulated pension fund of the teacher.

Now the union-sponsored candidate for the pension board has been elected. He is Bernard Kuder, who defeated the Association-sponsored candidate. With a representative truly interested in the teacher viewpoint, the local is certain that their interests will be given greater consideration.

Reappointed to tax board

511 EAST CHICAGO, IND.—For the seventh consecutive year, E. Stanley Brown, active member of Local 511, has been appointed to serve on the Lake County, Indiana, Board of Review. There are eleven AFT locals in this county.

Assessed valuation of the property of Lake County now stands at \$559,000,000. It is the work of the Board on which Mr. Brown serves to hear and take action on appeals of taxpayers on assessments placed on their real and personal property by township assessors.

Cicero starts at \$3,000

571 WEST SUBURBS, ILL.—Terminating fifteen months of negotiations, the Cicero Board of Education adopted a single salary schedule raising the pay of elementary teachers to the level of high school teachers.

The agreement, between the board and the West Suburban Teacher's Union Local 571, boosts the minimum from \$2,700 to \$3,000 and the maximum from \$4,550 to \$5,700.

Illinois State meeting has crowded schedule

For the third time since its organization, Local 780 of Peoria acted as host to the annual convention of the Illinois State Federation of Teachers. This was the seventeenth annual convention of the ISTA. Approximately fifty delegates from affiliated locals attended. There were also a number of visitors.

On the evening preceding the conference, the Peoria group gave a reception for all guests. Some committee meetings were also held that evening. The following day was crowded with the business of reports of officers and standing committees, and with the election of officers, committee chairmen, and delegates to the 1952 AFT convention.

One break in this crowded schedule came when the group recessed for luncheon. The speaker at the luncheon was State Senator Frank P. Johnson of Kewanee, Illinois. Senator Johnson, who writes a column for the *Kewanee Star-Courier*, in addition to performing his duties as a Senator, made an entertaining talk based on his journalistic experience.

Pension bill defeated

Retired teachers in California have been deprived of a much needed increase in their retirement allowances. The non-union California Teachers Association had sponsored or approved about forty bills which increased salaries of administrators all over the state by amounts up to \$2,500 and removed the ceiling on retirement allowances so that the highest paid administrator may receive an annuity as high as \$10,000 per year. But this same group vigorously opposed a bill which would have provided teachers with a \$25-a-month increase making the minimum \$85 for those disabled teachers who now receive as low as \$34.17 per month.

The fact that the bill failed does not discourage the California Federation of Teachers. The measure lost by a very small margin, and there is strong hope of better success another time.

Lynn aids students

1037 LYNN, MASS.—The Lynn Teachers Union is holding a spring fashion show to raise \$500 in scholarship funds. This is the third year that 1037 is giving scholarships to high school students.

1119 reports progress

1119 SOUTH SAN FRANCISCO, CALIF.—The youthful South San Francisco local, organized by Mrs. Iva Marie Cooper only last year, is doing a wonderful job. It reports that it is now the majority teacher organization. In addition to that achievement, two important victories have been won from their board of education: they have removed the local residence requirement, and they have eliminated the rule against granting tenure to two members of the same family.

Continue scholarships

681 DEARBORN, MICH.—The Dearborn Federation of Teachers has voted to establish three more scholarships to the Dearborn Junior College. These scholarships have a value of \$110 each and provide tuition and laboratory fees. In addition to these three, the membership of local 681 also voted to continue those of the three students who held the 1951 scholarships if their records reveal that an extension is warranted.

Confers in San Juan

762 WILMINGTON, DEL.—Governor Elbert N. Carvel appointed Mrs. Evelyn H. Dickey to represent Delaware as delegate to the Annual Conference of the International Association of Government Labor officials. The thirty-fifth conference was held in San Juan, Puerto Rico.

Mrs. Dickey participated in a conference discussion on "Stretching the Budgetary Dollar.—How to make the most of the limited labor department appropriations and to effect savings." In addition to a record of service as president of Local 762, Mrs. Dickey has also served the state as president of the Labor Commission of Delaware.

Twelfth Chicago Conference offers stimulating fare

1 CHICAGO, ILL.—The twelfth annual conference of the Chicago Teachers Union attracted a large crowd. Not only the timely theme—"Educational Problems in a World of Tension"—but also the excellent speakers and well planned program made this conference an event of importance for the professionally-minded teacher.

The program opened at 9:30 with a speech by Dr. John T. Rettaliata, newly installed president of the Illinois Institute of Technology. Five panel sessions concluded the morning session. The luncheon meeting was addressed by Governor Adlai E. Stevenson of Illinois, whose speech on "The Schools' Job in the National Security Program" was broadcast over WCFL, the Chicago Federation of Labor station (see page 6).

Teachers, principals, doctors, and officials from the board of education headed the panel discussions. The attention of these groups was focused on "Tensions Which Invade the Classroom." Participants for these sessions were divided into primary, childhood, early adolescent, adolescent, and technical and vocational groups.

In his talk on "Education and a World in Conflict" Dr. Rettaliata emphasized important factors of education in a democracy. Some of the highlights of this address were:

"In the interest of long range na-

tional development, efforts should be made to detect as early as possible the child of exceptional talent. Our educational system should permit granting individual attention to such a person. The brilliant student, properly oriented in the total educational process, has the capacity and opportunity to advance frontiers in many fields to the ultimate advantage of the nation. Our system of mass education, while of benefit to large numbers of people and, therefore, necessarily adapted to quantity concepts, is sometimes criticized because its inflexibility does not accommodate the exceptional student as readily as is possible with some European methods."

"The fine public school systems in Chicago and some other cities are due in large measure to the good salaries obtained through intelligent leadership. Many other cities should follow such examples."

"No community would risk the physical health of its children by tolerating unsatisfactory sanitation conditions. If detected, immediate corrective measures would be implemented and necessary funds would be appropriated for their accomplishment. Yet some communities will risk the mental growth of their children by indulgence in situations which threaten the quality of the teaching profession."

"Most parents wouldn't think of living in a home with worn out furniture and facilities. Yet they do not hesitate to send their children to schools of comparable dilapidation. They wouldn't drive a 30-year-old automobile, but their children live a large part of their lives in more ancient surroundings. A machinist wouldn't be expected to turn out a quality product with inadequate tools. Why is the situation of a teacher not given similar consideration?"

"It must be recognized that we are a nation of limited manpower. We will never be able to match the enemy man for man on the battlefield. As has been proven in previous wars, our advantage lies in our superior technological and scientific developments. We must employ the talents of our people in the most efficient manner in the interest of national security."

"Some problems facing education can be relieved with bricks and mortar. These in themselves, however, yield a hollow structure. It requires the presence of a teacher, the most important element in the educational process, to complete the picture. Fine buildings alone are not a measure of an educational system. It's the caliber of the people that is significant."

Minneapolis pioneers in a Labor-Education Day; educators and labor leaders participate in program

59 & 238 MINNEAPOLIS, MINN.—A significant, pioneering venture in American education took place April 29, when more than 3,000 teachers assembled at the Memorial Labor Temple, Minneapolis, for Labor-Education Day.

In July 1950, the Minneapolis School Board approved a Business-Education Day for that fall and a Labor-Education Day for the following year. Labor-Education Day in Minneapolis is thus the first of its kind in the nation after hundreds of Business-Education Days sponsored by organized business groups.

Labor-Education Day had the support of many AFL unions affiliated with the Central Labor body. Many labor leaders and educational directors served as speakers and as resource persons in the sectional meetings. Sessions alternated between general and sectional meetings

throughout the day from 9 a.m. until 3 p.m. At intervals during the day a documentary movie, "With These Hands," produced by the International Ladies' Garment Workers of America, was shown.

A long list of topics that could be discussed at the sectional meetings was sent to teachers in advance of the day. After their preferences were indicated, choices were compiled and meetings arranged accordingly. The array of speakers included Joseph Keenan, secretary-treasurer of the Building Construction and Trades Department, AFL; Richard Carlson, Minneapolis high school graduate and a member of the executive board of the Screen Artists Guild; John M. Eklund, AFT president; Irvin R. Kuenzli, AFT secretary-treasurer; John Connors, Director of Workers' Education Bureau, AFL; Dr. George Axtelle, professor of educational philosophy, New York University; Professor Walter Uphoff,

University of Minnesota; Edwin Young, Director of the School for Workers, University of Wisconsin.

Peoria Board accedes to local's requests

780 PEORIA, ILL.—The Peoria Board of Education recently took action on two requests made by Local 780. For next year, the rule requiring the acquisition of college credits by each teacher has been discontinued, as has the requirement of three days' attendance after the termination of classes in June. Of course, the teachers are also pleased at the \$300 cost-of-living bonus which they are receiving this year.

Looking for a PUBLISHER?

Write for Free Booklet A8 telling how we can publish your book. All subjects considered. New authors welcome. Write today. Vantage Press, Inc., 230 W. 41 St., N. Y. 18

INDEX to VOLUME 36

Oct. 1951-May 1952

	Mo.	Pg.
A		
Academic freedom.....Nov. 5; Dec. 5	5	
Accounting system for locals.....Oct. 29	29	
Achievement tests.....Jan. 26	26	
Achievements of locals.....Nov. 26; Dec. 28; Jan. 27; Feb. 28; Apr. 28 May 25	25	
Activity period in schools.....Mar. 24	24	
Adolescent frustrations.....Jan. 26	26	
Adult education.....Mar. 25	25	
American economy.....Feb. 23	23	
American Federation of Labor AFL convention.....Nov. 4, 22	22	
<i>News Reporter</i>Jan. 23	23	
Penetration of Iron Curtain.....Mar. 27	27	
Scholarships for high school students.....May 21	21	
Union Industries Show.....Nov. 23, 27; May 22	22	
Workers' Education Bureau.....Feb. 23	23	
<i>See also</i> Labor under L.		
American Federation of Teachers Achievements— <i>See</i> Achievements of locals		
Activities of AFT members.....Nov. 16, 23	23	
<i>See also</i> section entitled "News from the Locals," Nov. through May issues.		
Aid from national office.....Oct. 29; May 4	4	
Area field service.....Feb. 8	8	
Commission of Educational Reconstruction.....Oct. 7	7	
Committees.....Oct. 16	16	
Constitutional amendments.....Oct. 30	30	
Convention 1951.....Oct. 13; Nov. 14	14	
Convention 1952.....Feb. 2	2	
Defense fund.....Oct. 28; May 4	4	
Economic policies.....Oct. 32	32	
Executive Council.....Feb. 8	8	
Extra-curricular activities.....Oct. 5, 22; Dec. 1; Apr. 21	21	
Group insurance.....Feb. 6; Mar. 17; May 2	2	
International relations		
AFT program.....Oct. 32	32	
Exchange teachers.....Jan. 6	6	
International organization of teachers.....Oct. 14, 32; Nov. 5; Jan. 5	5	
International relations committee report.....Nov. 14	14	
UNESCO.....Nov. 2, 6; Dec. 16, 23; Jan. 6; Mar. 2	2	
Legislation..... <i>See</i> Legislation under L.		
Loyalty Oaths.....Oct. 5	5	
Members in labor posts.....Nov. 16; Apr. 29	29	
Mid-century White House Conference.....Oct. 24	24	
New locals.....Oct. 12	12	
Non-segregated locals.....Oct. 5	5	
Northwestern University honors for three AFT members.....Feb. 27	27	
Objectives.....Oct. 5	5	
Officers.....Oct. 12, 32; Feb. 2, 8	8	
Organization work.....Oct. 9	9	
Organizational needs.....Oct. 9	9	
Organizers.....Nov. 19	19	
Principles and action program.....Oct. 24	24	
Program for 1951-52.....Oct. 31	31	
Projects and services.....Oct. 32	32	
Publications.....Jan. 32	32	
Representatives at AFL convention.....Oct. 5	5	
Resolutions.....Oct. 27	27	
Salaries and degrees.....Oct. 5	5	
Services to members.....Feb. 6; Mar. 17; May 2, 4	4	
Tenure, defense of.....Oct. 13	13	
<i>See also</i> Tenure under T		
Vice-presidents.....Nov. 8	8	
Workshops..... <i>See</i> Workshops under W.		
Anderson, Gilbert.....Oct. 11; Nov. 15	15	
Anderson, Ind.....Nov. 27	27	
Anderson, Mary.....Feb. 24	24	
Anti-labor propaganda in schools.....Nov. 5	5	
Appitude tests.....Apr. 22	22	
Art education.....Apr. 27	27	
Ashland, Ky.....Dec. 28	28	
Atlanta, Ga.....Jan. 28	28	
Atomic defense.....Nov. 24	24	
Attacks on classroom teachers.....Dec. 4, 9	9	
Attacks on education.....Oct. 5, 6, 24; Nov. 5; Dec. 2, 4, 9, 10; March 9, 23, 32; May 8	8	
Audio-visual aids.....Nov. 24; Dec. 27; April 27; May 24	24	
<i>See also</i> Books and Teaching Aids		
Australia school of the air.....Apr. 18	18	
Axtell, George E.....Oct. 6; Jan. 31	31	
B		
Baltimore, Md.....May 26	26	
Bard College, N. Y. Workshop.....Mar. 21; Apr. 12; May 18	18	
Barr, A. S.....Mar. 24	24	
Baton Rouge, La.....Jan. 27	27	
BEAVER, JOHN, Coordinating Western Defense Plans.....Jan. 7	7	
Belgium, teachers in.....Apr. 4	4	
Bell, Bernard.....Mar. 34	34	
Bi-lingual teachers.....Feb. 32	32	

	Mo.	Pg.
Books and Teaching Aids.....		
Nov. 24; Dec. 26; Jan. 25; Feb. 25; Mar. 28; Apr. 26; May 23	23	
BORCHARDT, SELMA		
<i>Legislative Program for 1951-52</i>Oct. 15	15	
<i>With Our Neighbors</i>Dec. 23	23	
<i>Notes on Education from U.S. and Our Neighbors</i>Jan. 6	6	
<i>Social Security for Teachers</i>Mar. 5	5	
Boston, Mass.....Feb. 28; Apr. 30	30	
Boston University.....Mar. 15; May 24	24	
British Information Service on trade unions in Britain.....May 21	21	
British Universities Courses for U.S. students at.....Apr. 21	21	
Brown, E. Stanley.....May 26	26	
Burma.....Jan. 6	6	
Business-Industry-Education Day.....Mar. 32	32	
Business-industry training.....Oct. 27	27	
C		
Cage, Ben Jack.....May 21	21	
California Achievement Tests.....Jan. 26	26	
California State Federation of Teachers.....Feb. 31; May 26	26	
California tenure law.....Dec. 14	14	
Campbell, M. Sophie.....Feb. 28	28	
Canada, professional status of elementary teachers in		
Ontario.....May 13	13	
Cedar Rapids, Iowa.....Mar. 33	33	
Certification.....Mar. 35	35	
Chattanooga, Tenn.....Dec. 29	29	
Chicago, Ill.....Nov. 28; Jan. 27, 28, 29; Mar. 32, 34; Apr. 29; May 27	27	
Child labor.....Mar. 28	28	
Child labor laws.....Oct. 19	19	
Child support.....Oct. 19	19	
Child welfare.....Oct. 31	31	
Children of migratory workers, aid for.....Oct. 19	19	
Children's plays.....Jan. 26	26	
CHILDS, JOHN L., <i>William H. Kilpatrick, Pioneer in Education in and for Democracy</i>Nov. 9	9	
China, Free Labor League.....Mar. 27	27	
Citizenship education.....Mar. 25	25	
Civil defense.....Apr. 27	27	
Civil rights.....Oct. 27	27	
CLAYSON, FRED		
<i>AFT Workshop at Madison</i>Nov. 18	18	
Collective bargaining by teachers.....April 2, 5	5	
Collective security.....Nov. 6	6	
College locals, salaries of.....May 26	26	
Colorado Federation of Teachers.....Jan. 30	30	
Comic books, substitutes for.....Dec. 26	26	
Commission on Educational Reconstruction.....Oct. 7	7	
Compensation to teachers for on-the-job injury.....Nov. 29; Jan. 29	29	
Connors, John.....Nov. 17	17	
Cornell appeal, action on.....Jan. 24	24	
Constitutional amendment on income tax.....Dec. 15	15	
Consumer finances.....Dec. 25	25	
Contra Costa County, Calif.....Jan. 28; April 29	29	
Contracts, teachers'.....Nov. 26	26	
Cook, Alice Hanson.....Nov. 17	17	
Cooper, John Sherman.....Oct. 7	7	
Cooperatives.....Apr. 24	24	
Chicago eye center.....Jan. 24	24	
Counts, George.....May 23	23	
Courtes, teaching of.....Apr. 6	6	
Credit union.....Feb. 28	28	
Curtis, Merle.....Feb. 27	27	
D		
Danish Folk School.....Apr. 22	22	
DARLING, MAY		
<i>Why a Teachers' Union?</i>Dec. 28	28	
Dayton, O.....Mar. 16	16	
Dean, George.....Mar. 23	23	
Deery, John.....Mar. 26	26	
Defense, coordinating plans for Western.....Jan. 7	7	
Defense fund.....Oct. 28; May 4	4	
Degrees and salaries. <i>See</i> Teachers' salaries		
Delaware Federation of Teachers.....Feb. 31	31	
Democracy, education for.....Mar. 9	9	
Democratic human relations.....Oct. 7, 21, 31; Nov. 17, 19, 21; Dec. 24; Jan. 15, 28; Feb. 17, 21, 29, 30, 32; Mar. 26; Apr. 6, 23; May 15	15	
Democratic school administration.....Dec. 5; Feb. 28	28	
Detroit, Mich.....Nov. 26, 29; Jan. 29; Apr. 28, 31	31	
Dewey, John.....Mar. 10; Jan. 25; Feb. 2	2	
Dick, Evelyn H.....Nov. 30; May 26	26	
Disabled, rehabilitation and employment of.....Dec. 25; May 6	6	
Discrimination.....Oct. 5, 25	25	
Distribution of workers in occupations.....Dec. 25	25	
Douglas, Paul H.....Oct. 18; Feb. 27	27	
Drop-out rate among tea boys.....Apr. 29	29	
Drug addicts.....Oct. 19	19	
Duluth, Minn.....Dec. 4	4	

	Mo.	Pg.
E		
East Chicago, Ind.	May	26
Eau Claire, Wis.	Feb. 20; Apr.	30
Economic Cooperation Administration	Nov. 25; Mar.	27
Economic policies	Oct.	32
Education, cost of	Mar.	6
Education News Digest	Mar. 21; Apr. 21; May	13
Education, progressive	Mar.	9
Education, publications by Office of	Nov.	25
Educational history, American	Apr.	26
Educational institutes for labor groups	Mar.	28
Educational trends and policies	Oct. 3, 10; Nov. 9; Mar. 25; May	23
Edwards, Frank	Jan. 31; Mar.	28
Edwards, Harold	Feb.	27
EKLUND, JOHN M.	Nov. 6, 7, 18, 31; Dec. 30; Feb. 31; Apr.	31
An Outline of Fiscal Issues for 1951-52	Oct.	9
Unesco Plans Project of Interest to Labor	Nov.	2
Let's Weigh the Criticisms of Modern Education	Dec.	2
The Union in 1952	Jan.	2
A Report to the Membership	Feb.	2
Five Problems Which Teachers' Unions Should Work to Solve	Mar.	2
The ILO and Problems Facing Teachers Throughout the World	Apr.	2
Changes in Procedure Announced for AFT Group Insurance Plan	May	2
ELDER, ARTHUR	Oct.	7
Schools Lose out to Inflation	Nov. 4; Feb.	6
Elizabeth, N.J.	Dec.	29
Elizabethton, Tenn.	Nov.	30
Employment at all-time high	Mar.	28
England, teachers' unions in	Feb.	30
English, teaching	Mar.	30
English, textbook for study of	Apr.	27
Equal pay for equal work	Nov. 22; Feb. 22; Mar.	27
Ethics, code for union teachers	Apr.	30
Europe, teachers in	Apr.	4
EVANS, NELL WOMACK, A Trade Unionist Looks at the Schools	Feb.	10
Exchange, teachers	Nov. 15; Jan. 6; Feb. 29, 31; Mar.	22
Exchange, workers	Nov. 2; Mar.	22
Extra-curricular activities	Oct. 5, 22; Dec. 19; Apr.	31
Extra pay for extra work	Nov. 4; Dec. 19; Mar. 33; Apr.	31
F		
Fair employment practice	Oct.	26
Fair Labor Standards Act	Oct.	20
Federal aid to education	Oct. 15,	18
AFT on	Nov. 4; Feb.	31
Fellowships	Mar.	31
Ferdale, Mich.	Feb.	30
Fewkes, John	Nov.	19
Films	Dec. 27; Apr. 27; May 20, 23,	24
Financing education	Mar.	2
Florida Federation of Teachers	Dec.	31
Food and people	Apr.	26
Ford Foundation	May	22
Formosa	Mar.	27
Forysth County, N. Car.	Dec.	4
Forums	Feb. 30; See also Institutes	6
France, adult education conference in	Jan.	26
Frustration in adolescent youth	Jan.	6
Fundamental education	Nov. 6; Dec. 1,	23
G		
Games for school	Mar.	31
Gary, Ind.	Feb.	28
Geography books and teaching aids	Apr.	26
Germany	Apr.	22
Education in	Apr.	31
Youth in	Mar.	31
Girl scouts	Mar.	36
Good teacher, attributes of	Dec. 12; May	10
Graham, James	Nov.	31
GREEN, WILLIAM	Feb.	2
Message to the AFT convention	Oct.	21
Grove, Florence	May	5
Gringer, Hazel	Dec.	9
Group travel	Feb.	2
H		
HAAK, BISHOP FRANCIS J.	Dec.	13
Building our Internal Defenses (quoted)	Oct.	21
Hafemann, Henrietta	May	11
HALL, CARROL C., Certification Is the Teachers' Problem	Mar.	35
HALUSHKA, MEYER, Labor Notes	Nov.	22
HAMMER-SMITH, GEORGE, The Use of Sponsored Films in the Schools	May	2
Handicapped children	Oct.	19
Handicapped workers	Apr. 24; May	6
Hanson, Florence Curtis	Oct.	28
Harvard trade union program	Mar.	28
Health services to children	Oct. 18; Mar.	2
Hedgren, Anna Arnold	Oct. 8; Jan. 27, 31; April	17
Heller, Philip A.	Nov.	31
Herstein, Lillian	Nov.	19
High, Paul	Mar.	32

	Mo.	Pg.
Hillsborough County, Fla.	Mar.	32
Holland, Kenneth	Mar.	22
Human relations. See Democratic human relations		
Humphrey, Hubert	Oct.	15
I		
ICTFU (International Confederation of Free Trade Unions)	Oct. 14, 24; Jan. 5; Feb. 5; Apr.	25
Idaho Federation of Teachers	Nov.	31
IFFTU (International Federation of Free Teachers Unions)	Oct. 14; Nov. 5; Jan. 5; Feb. 5; April 4,	5
ILGWU (International Ladies Garment Workers Union)	Nov. 23; Mar. 25, April 25; May	24
Illinois State Federation of Teachers	Nov. 31; Feb. 31; Mar. 35; May	27
Illinois, University of	Mar. 25; May	13
Illiteracy, adult	Oct.	18
ILO (International Labor Organization)	Jan. 28; Feb. 26; Apr. 2,	25
Indian affairs, American	Oct.	26
Inflation, menace to schools	Mar.	6
Injuries, compensation for	Nov. 29; Jan.	29
Inkster, Mich.	Mar.	34
In Memoriam: Florence Curtis Hanson	Oct.	28
Insect life, text for study of	Apr.	27
Institutes	Feb. 30. See also Forums and Workshops	
Insurance, group	Oct. 32; Feb. 2, 6; Mar. 17; May	2
Intergroup education	Feb.	17
International Bureau of Education	Nov.	7
International Education Institute	Mar.	22
International relations	Oct. 22; Nov. 14; Dec. 27; Jan. 5; Mar. 2; May	11
International responsibilities	Oct.	10
International summer school	Feb. 5; Apr.	5
Irvine, Ky.	Apr.	28
Italy, teachers in	Apr.	4
J		
Jacksonville, Fla.	Jan.	27
Japanese Peace Treaty	Dec.	6
Jewish contributions to Western culture	Nov.	25
Job security	Apr.	4
Jorgensen, Chris	Nov.	17
Jouhaux, Leon	Jan.	24
K		
Kankakee, Ill.	May	25
Kentucky Federation of Teachers	Feb.	31
KENWORTHY, LEONARD S., Teaching World Relations in the High School	May	12
Kerrison, Irvine L. H.	Dec.	29
Kilgore, Harvey	Oct.	18
Kilpatrick, William Heard	Jan.	25
Korea	Mar. 34; Apr.	16
KUENZLI, IRVIN R.	Dec. 31; Jan. 29; Mar.	12
The Union in Action in 1951	Oct.	12
AFL Convention Acts to Support Public Education and Defend Teachers' Rights	Nov.	4
How about the Attacks on the Classroom Teacher?	Dec.	4
Labor's Role in World Affairs	Jan.	4
Would NAM Proposal Imperil Sound Financing of Schools?	Feb.	4
U.S. Penetration—AFT Fights to Protect It	Mar.	4
"Helping Ourselves" in Europe	Apr.	4
What Do My National Dues Do?	May	4
L		
Labor activities abroad	Nov. 17; Jan. 4; May	21
Labor—Education Day	May	26
Labor films	May	24
Labor history	Dec. 27,	29
Labor-management relations	Jan. 3; Mar. 29; May	21
Labor newspaper	Jan.	23
Labor Notes	Dec. 22; Dec. 29; Jan. 23; Feb. 22; Mar. 27; Apr. 24; May	21
Labor's League for Political Education (LLPE)	Jan. 2; Apr.	24
Labor statistics	Mar.	30
Labor support for teachers	Nov. 30, 31; Dec. 29; Feb.	31
Labor support of equal pay for equal work	Mar.	27
LaCrosse, Wis.	Dec.	29
Lake County, Ill.	Feb. 29; Mar.	34
LANE, LAYLE, The Human Relations Front	Nov. 21;	
Dec. 24; Jan. 15; Feb. 21, 29; Mar. 27; Apr. 9, 23; May	15	
Language arts	Feb.	26
Leaves of absence	Nov.	30
Legislation	Oct.	31
See also Federal aid and Social security		
Legislative program for 1951-52	Oct.	15
LENN, ANNA SOMMER, The Teacher's Job	Jan.	19
London Library of Recorded English	May	24
Loyalty Oath	Oct. 5, 28; Dec. 31; Apr. 28; May	14
Lunch periods without duty	Apr.	20
Lynn, Mass.	May	26
M		
Madison, Ill.	Jan. 29; Mar.	34
Madison, Wis.	Feb. 29; Mar. 21; May	25
MANNING, JOHN, Professional Status of Elementary Teachers in Ontario, Canada	May	13
Mansfield, O.	Dec. 29; Feb.	28

	Mo.	Pg.
MARSH, DANIEL L., <i>Maintaining the Dignity of the Teaching Profession</i>	May	9
Massachusetts State Federation of Teachers.....	Apr.	31
McGRATH, EARL J., <i>A Reply to the Criticisms of Public Education</i>	Mar.	23
McGRATH, EDWARD, <i>Where and When Does the Teacher's Day End?</i>	Dec.	19
McMurry, Ruth.....	Oct. 21; Nov.	11
Mental hygiene.....	Oct. 6; Nov.	7
Mercer County, N.J.....	Oct.	27
Merit rating.....	Dec. 29; Mar. 24; May	25
Mexico, education of Indians in.....	May	13
Miami, Fla.....	Dec.	29
Michigan State Federation of Teachers.....	Jan. 31; Mar.	35
Migratory labor.....	Oct.	26
"Millionaires' amendment" (income tax).....	Dec.	21
Milwaukee, Wis.....	Nov. 26; 29; Feb.	29
Minneapolis, Minn.....	Nov. 26; Jan. 28; May	27
Moline, Ill.....	Nov.	27
Montana State Federation of Teachers.....	Nov. 31; Jan.	31
Monterey County, Calif.....	Nov. 29; Feb.	30
Moody, Blair.....	Jan.	31
Moral training.....	Mar.	2
Muhlenberg County, Ky.....	Feb.	27
Murray, James.....	Oct.	15

N

NAACP (National Association for the Advancement of Colored People).....	Oct.	26
NAM (National Association of Manufacturers) proposal, a reply to school finance.....	Feb.	4
Needs of the schools.....	Oct.	9
Neighborhood school program.....	Mar.	11
New Brunswick, N.J.....	Dec.	29
New locals.....	Oct. 12; Nov.	30
New Orleans, La.....	Apr.	31
New Jersey State Federation of Teachers.....	Dec.	30
New teachers.....	Nov. 29; Jan.	29
New York, N.Y.....	Nov. 26, 28, 30; Dec.	28
New York State Federation of Teachers.....	Jan.	30
Newark, N.J.....	May	26
News from the locals. See listings by place name.		
Nobel Peace Prize.....	Jan.	21
Non-segregated locals.....	Oct.	5
North Atlantic Treaty.....	Jan.	7
Northwestern University.....	Feb.	27

O

Oahu, Hawaii.....	Nov.	30
Oakland, Calif.....	Nov. 27; Dec. 28; Jan.	27
Occupations of workers.....	Feb.	25
Oil royalties for federal aid.....	Feb.	9
Older workers in U.S. and Britain.....	Dec.	25
Organization, right of teachers to join.....	Apr. 29; May	25
Organization work in the AFT.....	Feb.	2
Organizers, AFT.....	Nov.	19
Overtime pay for teachers.....	Nov.	4

P

Pakistan.....	Jan.	6
PAKRISH, BERYL MARGARET, <i>Teaching—a Challenge</i>	Dec.	11
Patezaco, Mexico.....	Nov. 6; Dec. 1, 16-18	
Pawtucket, R.I.....	Oct. 29; Jan. 29; Mar.	34
Penguin publishing.....	Dec.	26
Pennsylvania State Federation of Teachers.....	Dec. 31; Mar.	35
Pensions and retirement.....	Oct. 12; Nov. 18, 23; Dec. 28; Feb. 30; Mar. 4, 5; Apr.	29
Peoria, Ill.....	May	27
Perlman, Selig.....	Nov.	18
Philippines.....	Jan.	6
Philosophy of education.....	Jan.	25
Physical education.....	Mar.	31
Pittsburgh, Pa.....	Feb.	30
Plays for children.....	Dec. 26; Jan. 26; Mar.	31
Portland, Ore.....	Dec. 28; Jan. 27; 29; Feb. 29; Mar.	34
President's rage. See EKLUND, JOHN M.		
Probationary teachers.....	Dec.	15
Problems for teachers' unions.....	Mar.	2
Problems of teachers throughout the world.....	Apr.	2
Professional staffing.....	Oct.	10
Professional status of elementary teachers in Ontario, Canada.....	May	13
Program for democratic human relations.....	Oct.	9
Progressive education.....	Nov. 9; Mar.	9
Projects and services of the AFT.....	Oct.	32
Pronouncing dictionary of troublesome words.....	Feb.	27
Providence, R.I.....	Mar.	24
PTA (Parent-Teacher Association).....	Mar.	11
Public Education Association.....	Mar.	11
Public education, attacks on.....	Oct. 6, 24; Dec. 2, 9; Mar. 9, 23;	
Public edu. attn., criticisms of.....	Mar. 9,	23
See also Attacks on education.		
Public employees, negotiations for.....	Apr.	2
Public relations.....	Oct.	32
Public schools. See Public education.		
Publications of the AFT.....	Jan.	32
Publicity and public relations.....	Jan.	29
Puerto Rico.....	Feb.	23

Q

Quincy, Ill.....	Nov. 29; Feb.	27
------------------	---------------	----

R

Racial prejudice.....	Feb.	25
Radio, use in education.....	Apr. 18; May	13
Rating of teachers. See Merit rating		
Reading aids.....	May	23
Records, London Library of Recorded English.....	May	24
Rehabilitation of disabled.....	Dec.	25
Report on action of Executive Council in December.....	Feb.	2
Research department of the AFT.....	Oct.	29
Research, funds for.....	Oct.	19
Restrictions on teachers' rights.....	Feb.	2
Retirement. See Pensions and retirement.		
Rettaliata, John T.....	May	27
Reuss, Henry.....	Apr.	30
Rhode Island State Federation of Teachers.....	Nov.	31
Rochford, Ill.....	Apr.	29
Role of the teacher.....	Jan.	29
RUST, BEN, <i>"Teatime" in California</i>	Dec.	14
Rutgers labor school.....	Nov.	23
Rute, Henry.....	Nov.	17

S

Saint Paul.....	May	25
Salaries and degrees. See Teachers' salaries and degrees.		
San Francisco, Calif.....	May	26
Schenectady, N.Y.....	Dec. 29; Jan. 29;	25
Schlesinger, Arthur.....	Jan.	30
Scholarship loans.....	Jan.	28
Scholarships.....	Feb. 9, 29; Mar. 25, 31; Apr. 9; May	21
School construction.....	Mar.	7
School day, definition of.....	Oct.	27
School finance.....	Nov.	4
School revenues.....	Oct.	10
School secretaries union.....	Jan.	29
Schools, needs of.....	Oct. 9; May	14
Schools, responsibilities of.....	Mar. 25; May	6
SCHULMAN, CLARE, <i>The Workshop in Human Relations</i>	Feb.	17
Science activity book.....	Dec.	26
Secretary-treasurer's page. See KUENZLI, IRVIN R.		
Segregated locals.....	Oct. 5,	25
Segregated school systems.....	Oct. 26; Apr.	31
Selden, David.....	Dec.	9
Seminar, introduction to.....	Feb.	26
Shakespeare, introduction to.....	Apr.	27
SHAPIRO, LEO, <i>There's Plenty Right with Public Education</i>	Mar.	9
Sick leave.....	Nov. 29, 30; Jan. 27; Feb.	30
Simmons, Rebecca.....	Nov.	26
Sioux City, Ia.....	Jan.	29
SLOCOMBE, CECIL, <i>Australia's School of the Arts</i>	Apr.	18
Social science.....	Jan.	28
Social security.....	Nov. 18; Mar. 4, 5; Apr.	15
Southwest Suburbs, Ill.....	Feb.	28
Sponsored films.....	May	20
State, Mark.....	Mar.	22
State Department publications (U.S.S.).....	Nov.	25
State Federation meetings. See listing by states.		
Statistics, labor.....	Mar.	30
Steinbach, Arnold.....	Nov.	18
STEVENSON, ADAM, <i>The School's Job in the National Security Program</i>	May	6
Strikes.....	Feb.	8
Substitute teachers.....	Feb. 10; Apr.	2
Summer employment.....	Mar.	30
Summer schools.....		
Summer, Feb. 5, 19; Mar. 2; Apr. 5, 9, 10, 12; May 16.		18
Summer seminar in Europe and Near East.....	Nov.	29
Superior, Wis.....	Jan.	16
Sweden, reorganization of educational system in.....	Jan.	16
Syracuse, N.Y.....	Mar.	32

T

Taft, Philip.....	Nov.	18
Tampa, Fla.....	Dec.	5
Tax limitation.....	Dec.	2
Taxation.....	Mar.	8
Taylor Township, Mich.....	Feb. 28; Mar. 34; Mar.	22
Teacher exchange.....	Nov. 15; Jan. 6; Feb. 29; 31; Mar.	23
Teacher shortage.....	Jan. 29; Apr. 21; May	18
Teacher welfare.....	Oct. 31; Nov. 29; Jan. 29;	30
Teachers and labor.....	Feb.	31
Teachers' freedom and welfare.....	Oct. 9; May	14
Teachers' pensions. See Pensions and retirement.		
Teachers' rights, labor's support of.....	Nov. 4; Mar. 2; Apr.	29
Teachers' rights to join organizations. See Organizations.		
Teachers' salaries.....	Oct. 5, 15; Nov. 23, 26, 28, 29;	
30, 31; Dec. 26, 29; Feb. 29, 31; Mar. 33; Apr. 29; May		26
Teachers' security.....	Mar.	4
Teachers' unions, freedom of.....	Oct. 14; Mar. 2, 16; Apr.	28
Teachers' work day.....	Dec.	19
Teaching abroad.....	Dec.	30
Teaching aids.....	Nov. 24; Dec.	25
Teaching as an occupation.....		
Teachers' activity.....	Dec. 11; Jan. 9, 19, 29; Apr. 19;	May
Tennenbaum, Samuel.....	Nov.	9
Tenure.....		
Oct. 13, 27, 28; Nov. 27, 30; Dec. 14, 15; Mar. 34; Apr. 4,		15
Tests of achievement.....	Jan.	26
Texas, AFL m.....	May	21
Textbook analysis.....	Oct.	32
Textbooks.....	Dec.	23
See also Books and Teaching Aids		
Tubin, Maurice I.....	Feb.	23

	Mo.	Pg.
Toledo, O.	Mar. 23; Apr. 26.	29
TOFF, ROBERT F. <i>A Fundamental Elementary School</i>	Apr.	6
TOWNSEND, ED. <i>Labor Lends a Hand</i>	Jan.	23
Trade union program at Harvard.....	Mar.	28
Trade unionism in Britain.....	May	24
Trade unionist looks at the schools.....	Feb.	10
Tri-cities, Ill.	Mar.	34
Truman, President Harry S.	Oct.	2
Turkey, ECA aid to.....	Nov.	25

U

ULICH, ROBERT. <i>On the Role of the Teacher</i>	Jan.	9
Ullikson, Vidkun.....	Nov.	17
UNESCO	Oct. 21; Nov. 2, 6, 8, 14;	
Dec. 16, 17, 23; Jan. 6; Feb. 2; Mar. 12; Apr. 15.		25
UNICEF (United Nations International Children's Emergency Fund)	Jan. 6; Feb.	11
Union in action in 1951.....	Oct.	12
Union in 1952.....	Jan.	2
Union Industries Show.....	Nov. 27; May	22
Union summer school in Europe.....	Feb. 5; Apr.	5
United States government publications.....	Nov.	25
United States history, required study of.....	Mar.	25
United States National Commission for UNESCO.....	Dec.	23
United States, production in.....	Mar.	27
USAFI (U.S. Armed Forces Institute) courses.....	Apr.	16

V

Van Dyke, Mich.	Jan.	29
Vatch, Jeanette.....	Dec. 10; Feb.	26
Venezuela, unions in.....	Apr.	25
Visual education.....	Dec.	30
Vocational guidance.....	Jan.	26
Vocational rehabilitation.....	Dec.	25
Vocational teachers.....	Nov.	28

W

Wage Stabilization Board.....	Mar.	27
WALKER, LOUISE J. <i>The Teacher's Plight</i>	Apr.	19
Washington, D.C.	Oct.	26

Washington State Federation of Teachers.....	Mo.	Pg.
Waugh, Edgar W.	Feb.	21
WEIDMAN, ELIZABETH. <i>House of Sand</i>	Dec.	10
Weisz, Morris.....	Nov.	6
WERNER, GEORGIANNA. <i>The All-Day Neighborhood School Program</i>	Nov.	18
West African education.....	Mar.	11
West Saint Paul.....	Jan.	6
West Suburbs, Ill.	May	23
White collar workers.....	Nov. 29; May 25.	26
White, Helen C.	Apr.	4
White House Conference.....	Feb.	27
Whitley County, Ky.	Oct.	24
Wichita, Kan.	Nov.	30
Williams, G. Mennen.....	Dec.	28
Williamsburg	Oct.	7
Wilmington, Del.	Apr.	27
Wilmington, Del. central labor council.....	Nov. 30; Mar. 32; Apr. 29; May	25
Wisconsin State Federation of Teachers.....	Feb.	31
Wisconsin, University of.....	Dec.	30
School for workers.....	Mar.	24
Summer workshop.....	Mar.	28
Women, equal pay for.....	Apr. 10; May	16
Women, job outlook for.....	Nov. 22; Feb.	22
Women workers.....	Nov.	23
Women's Bureau, U.S. Department of Labor.....	Feb. 24; Apr. 24; May	22
Women's Trade Union League.....	Dec.	25
Woonsocket, R.I.	Nov.	26
Workers' education.....	Feb.	30
..... Oct. 32; Nov. 2, 4, 7; Feb. 23; Mar. 28-29;		
Workers' Education Bureau of AFL.....	May	22
Workers' exchange.....	May	24
Working conditions.....	Nov. 2; Mar.	22
Workshop, AFT, Oct. 22; Nov. 14, 18; Dec. 30; Feb. 2, 17-29, 29; Mar. 21; Apr. 9, 10, 12; May 16, 18. See also Summer schools.		19
Workshop for locals.....	Oct. 27; Dec. 12, 19; Apr. 11,	
Workshop groups.....	Mar.	35
World Congress.....	Nov.	14
World literature.....	Oct.	21
World relations, teaching of.....	Nov.	25
	May	11

Z

Zaber, Henry.....	Feb.	31
-------------------	------	----

THE 1952 CONVENTION

of

The American Federation of Teachers

WILL BE HELD

August 18-22

in

SYRACUSE, NEW YORK



YOU ARE INVITED TO SHARE THE
VITAMIN GROUP-BUYING PLAN OF
LOS ANGELES SCHOOL TEACHERS!

The JOHNSTON VITAMIN GROUP BUYING PLAN was accepted and endorsed by the City of Los Angeles for its SCHOOL TEACHERS and OTHER CITY EMPLOYEES. Hundreds of teachers use this group buying plan regularly to save a substantial amount of money on Vitamins and other Nutritional Supplements. All products are guaranteed to be of the highest quality ingredients obtainable and comparable to the best nationally advertised brands.

No dues! No monthly amount to buy!

**SAVE 25%, 50% AND MORE ON HIGHEST
QUALITY FORMULAS COMPARABLE TO
NAME-BRAND NUTRITIONAL SUPPLEMENTS**

WRITE FOR FREE BOOKLET!

**VALUABLE INFORMATION ON VITAMINS
AND OTHER SUPPLEMENTAL PRODUCTS**

- No Cost or Obligation
- No Representative Will Call



This free booklet will give you information on this plan as well as pertinent facts regarding nutrition. Compare the formulas and the group-plan prices with any other formulas on the market and you will readily see the generous savings with this plan. **ALL PRODUCTS ARE SOLD ON A MONEY-BACK GUARANTEE.**

A CARD OR LETTER WILL BRING THIS BOOKLET BY RETURN MAIL.

JOHNSTON'S PRODUCTS, 5145 YORK BOULEVARD, LOS ANGELES 42, CALIFORNIA

THIS PUBLICATION IS REPRODUCED BY AGREEMENT WITH THE COPYRIGHT OWNER. EXTENSIVE DUPLICATION OR RESALE WITHOUT PERMISSION IS PROHIBITED.